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**ENGLISH LANGUAGE TEACHING PROGRAMME**

# INVESTIGATING FACTORS RELATED TO THE USE OF SELF-REGULATED L2 LEARNING STRATEGIES IN A FOREIGN LANGUAGE EDUCATION CONTEXT

**DOCTORAL THESIS**

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**Republic of Turkey**
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**Graduate School of Educational Sciences**
**Department of Foreign Language Education**
**English Language Teaching Programme**

# Investigating Factors related to the Use of Self-Regulated L2 Learning Strategies in a Foreign Language Education Context

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**(Doctoral Thesis)**

**Supervisor**
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**January, 2016**

## Declaration

I hereby declare and confirm on my honour that the report entitled "Investigating Factors Related to the Use of Self-Regulated L2 Learning Strategies in a Foreign Language Education Context", which I have presented as a doctoral thesis, was written by myself without resorting to any assistance contrary to ethical scientific conduct or values, and that all sources which I have used and cited are those contained in the References.

Date: 28/01/2016

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**Certification**

We hereby certify that the report prepared by Sinem DÜNDAR and presented to the committee in the thesis defense examination held on 28th January 2016 was found to be satisfactory and has been accepted as a thesis for the degree of Doctor of Philosophy.

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***To Cemre...***

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## ABSTRACT

The aim of this study is to investigate the overall self-regulated L2 learning strategy use of L2 learners depending upon the ***S***trategic ***S***elf-***R***egulation ($S^2R$) Model proposed by Oxford (2011), and to examine the relationships between their reported self-regulated L2 strategy use and their personality traits, identity, beliefs about L2 learning, and proficiency. To reach this aim, the mixed methods sequential explanatory design was utilized as data were gathered by means of quantitative and qualitative data collection instruments. In this sense, the Self-Regulated L2 Learning Strategy Use and Beliefs about L2 Learning Scales were developed by the researcher of the study. Moreover, a questionnaire about identity knowledge designed by the researcher, and Adjective Based Personality Test (ABPT) developed by Bacanlı, İlhan & Aslan (2007) were the other quantitative data collection instruments used in the study. Quantitative data collection instruments were administered to 205 participants attending the Department of Foreign Language Education at Trakya University, Turkey. Data were analyzed using frequency distribution and stepwise multiple regression analysis. As for the qualitative phase of the study, semi-structured interviews conducted with 10 participants, who were determined to be more and less frequent strategy users, were analyzed by means of descriptive analysis.

Findings revealed that self-regulated L2 learning strategy use is affected by L2 learners' personality traits, identity, beliefs about L2 learning, and proficiency. This study discusses sociological and psychological aspects of L2 learners apart from investigating their reported self-regulated L2 learning strategy use, and factors affecting their strategy choice. Hence, the study will assist foreign language educators to make better sense of what Turkish L2 learners bring to the foreign language education context.



**Key words:** Self-regulation, Language Learning Strategies, Self-Regulated L2 Learning Strategies, the ***S***trategic ***S***elf-***R***egulation ($S^2R$) Model, Foreign Language Education

## ÖZET

Bu araştırmanın amacı, yabancı dil öğrencilerinin kullandığı öz-düzenlemeli yabancı dil öğrenme stratejilerini, Oxford (2011) tarafından geliştirilen Stratejik Öz-Düzenleme Modeli'ne dayanarak araştırmak ve kullanılan stratejiler ile öğrencilerin kişilik özellikleri, kimlik bilgileri, yabancı dil öğrenme inançları ve başarıları arasındaki ilişkiyi incelemektir. Bu amaca ulaşmak için, çalışmada sıralı açıklayıcı karma yöntem deseni kullanılmış ve araştırma verileri nicel ve nitel veri toplama araçlarıyla elde edilmiştir. Bu bağlamda, çalışmada araştırmacı tarafından Öz-Düzenlemeli Yabancı Dil Öğrenme Strateji Kullanımı ve Yabancı Dil Öğrenme İnançları ölçekleri geliştirilmiştir. Ayrıca, yine araştırmacı tarafından düzenlenen kimlik bilgisi anketi ve Bacanlı, İlhan & Aslan (2007) tarafından geliştirilen Sıfatlara Dayalı Kişilik Testi araştırmada kullanılan diğer nicel veri toplama araçlarıdır. Nicel veri toplama araçları Trakya Üniversitesi Yabancı Diller Eğitimi Bölümünde öğrenim gören 205 katılımcıya uygulanmıştır. Nicel veriler frekans dağılımı ve aşamalı çoklu regresyon analiz yoluyla çözümlenmiştir. Araştırmanın nitel bölümü için, daha çok ve daha az strateji kullandığı belirlenen 10 öğrenciye yarı-yapılandırılmış görüşmeler uygulanmış ve nitel veriler betimsel analiz yoluyla çözümlenmiştir.

Araştırmanın sonucu, öz-düzenlemeli yabancı dil öğrenme stratejileri kullanımında kişilik özellikleri, kimlik, yabancı dil öğrenme inançları ve başarı faktörlerinin etkisi olduğunu ortaya koymuştur. Bu çalışma, yabancı dil öğrencileri tarafından kullanılan öz-düzenlemeli yabancı dil öğrenme stratejilerini ve strateji tercihlerini etkileyen faktörleri araştırmanın yanı sıra, öğrencilerin sosyolojik ve psikolojik yönlerini de tartışmaktadır. Bu nedenle, çalışmanın yabancı dil eğitimcilerine, Türkiye'deki öğrencilerin yabancı dil eğitim bağlamındaki durumunu anlama konusunda yardımcı olacağı düşünülmektedir.



**Anahtar Kelimeler:** Öz-düzenleme, Yabancı Dil Öğrenme Stratejileri, Öz-Düzenlemeli Yabancı Dil Öğrenme Stratejileri, Stratejik Öz-Düzenleme Modeli, Yabancı Dil Eğitimi

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## ABBREVIATIONS

**ABPT:** Adjective Based Personality Test

**ACT:** Adaptive Control of Thought

**AGFI:** Adjusted Goodness of Fit Index

**CFA:** Confirmatory Factor Analysis

**CFI:** The Comparative Fit Index

**CI:** Condition Index

**EFA:** Exploratory Factor Analysis

**ELT:** English Language Teaching

**FA:** Factor Analysis

**FFM:** The Five Factor Model

**FLE:** Foreign Language Education

**GFI:** Goodness of Fit Index

**GLLs:** Good Language Learners

**GLT:** German Language Teaching

**GPA:** Grade Point Average

**IL:** Interlanguage

**KMO:** Kaiser-Meyer-Olkin

**L2:** Second or Foreign Language

**LLS:** Language Learning Strategies

**NFI:** The Normed Fit Index

**NNFI:** The Non-Normed Fit Index

**RMR:** Root Mean Square Residual

**RMSEA:** Root Mean of Square of Error Approximation

## ABBREVIATIONS (Continued)

**PGFI:** Parsimony Goodness of Fit Index

**SCT:** Social Cognitive Theory

**SI:** Sociocultural- interactive

**SPSS:** Statistical Package for the Social Sciences

**SRL:** Self-regulated Learning

**SRMR:** Standardized Root Mean Square Residual

**$S^2R$:** The ***S***trategic ***S***elf-***R***egulation Model

**VIF:** Variance Inflation Factor

**WM:** Working Model

**ZPD:** Zone of Proximal Development

# Chapter I

## Introduction

It is an undeniable fact that learning begins with the learner, and each learner has his/her own characteristic way of learning a second or foreign language (L2). This means that *learning* bears a comprehensive meaning on its own in which the role, condition, and status of the learner become primarily significant factors to accomplish an effective learning process. Other elements such as learning and teaching conditions, the role of teachers, namely factors that lie beyond the scope of learner can be regarded as the ones that fulfill the rest of learning process.

In this sense, language learning strategies (LLS) have attracted the attention in the field of language learning since the 1970s, since the term provides insight into the learning process by demonstrating how learners actively and constructively control their learning in order to become efficient learners (Cohen, 1998; Naiman, Frölich, Stern & Todesco, 1978; O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1975; Stern, 1975; Wong-Fillmore, 1979). On the other hand, the term *self-regulation*, which is related to learner's self-management, has come out and proposed autonomous learners who can actively regulate their learning (Snow, Corno & Jackson, 1996; Winne & Perry, 2000; Zeidner, Boekaerts & Pintrich, 2000; Zimmerman, 2001). In this respect, this study will discuss self-regulated L2 learning strategies in the scope of Oxford's (2011) ***S***trategic ***S***elf-***R***egulation ($S^2R$) Model of language learning and seek out to what extent factors such as personality, identity, learner beliefs and proficiency influence the use of self-regulated L2 learning strategies by L2 learners attending the department of foreign language education (FLE).

In the literature review part, theoretical background of the study is introduced, and general definitions related to the concept of LLS along with its background are presented. Taxonomy of LLS proposed by different researchers is explained in detail, and the

relationship between language learning and learning strategies is represented. Accordingly, the concept of self-regulation is discussed concerning self-regulated learning and models of self-regulated learning. Moreover, self-regulated learning strategies and the $S^2R$ Model are presented by discussing the significant concepts regarding self-regulated strategy use. Lastly, factors affecting language learning strategy use are revealed by mentioning their importance related to LLS.

In the methodology part, the research method carried out in this study is described. The aim of this study is to perform mixed methods sequential explanatory design as both quantitative and qualitative types of data are gathered in an attempt to find out the relationship between self-regulated L2 learning strategies and factors such as personality, identity, beliefs about L2 learning, and proficiency. Meanwhile, Self-Regulated L2 Learning Strategy Use and Beliefs about L2 Learning scales are developed by the researcher; hence development procedures of the scales are presented in detail. Along with the scales, other data collection instruments used in this study, namely an identity knowledge questionnaire designed by the researcher, and Adjective Based Personality Test (ABPT) developed by Bacanlı, İlhan & Aslan (2007) are introduced. As for the qualitative phase of the study, semi- structured interviews conducted with more and less frequent strategy users are performed so as to provide objective feedback from the learners and compare the findings gathered quantitatively. Subsequently, data collection and analysis sections are presented at the end of the chapter.

In the findings and discussion part, the results gathered from the data collection instruments are discussed; and the overall point of the study is presented by proposing implications for FLE programs and further research in the conclusion section.

**Statement of the Problem**

In the field of FLE**,** there has been an attempt to develop theories, methods and approaches (i.e. Grammar Translation Method, Audiolingualism, the Communicative Approach) over the years (Griffiths, 2013), and these developments have mainly focused on the *teaching* standpoint of the education process. In this context, language educators have attached importance to teaching dimension of foreign languages by suggesting different activities for teaching language skills; hence "how to become a good teacher" has been mainly the focus of FLE contexts.

Accordingly, departments of FLE have been offering prospective foreign language (FL) teachers education on how to teach the target language more effectively in their future professions. However, it is crucial to bear in mind that prospective FL teachers are the learners of the target language they are going to teach as well. As they go through an FLE process, the experiences they gain, or how they deal with the difficulties they face in language learning process may affect or construct their future teaching practices. However, studies concerning experiences and difficulties L2 learners as prospective FL teachers have in language learning process, have been neglected so far; hence, it becomes primarily significant to seek out how L2 learners (prospective FL teachers) manage to deal with L2 they are going to teach, apart from the methodologies they are going to apply for teaching the target language.

In this respect, the notion of "self-regulation", which is one of the latest developments in L2 learning, has become a significant term as it refers to learners who control their learning process, set goals for learning, and use effective strategies to enhance their learning. In this context, it can be put forward that learners who use self-regulated L2 learning strategies actively take charge of and construct their learning process to become more efficient learners (Como, 2001; Weinstein, Husman & Dierking, 2000; Winne, 1995, Zimmermann, 2000).

Oxford (2011) as one of the leading scholars studying on LLS in the field of language studies recently developed the $S^2R$ Model. The Model is comprised of three dimensions: cognitive, affective and sociocultural-Interactive (SI). In this model, each dimension includes strategies and metastrategies as cognitive strategies and metacognitive strategies; affective strategies, and meta-affective strategies; SI strategies and meta-SI strategies. Oxford's Model aims to reveal strategies used by L2 learners by considering the learner as a whole. Thus, it is important to become aware of the self-regulated L2 learning strategies used by L2 learners to understand how L2 learning strategies lead to a successful L2 learning process.

On the other hand, it is well-known that there are various factors affecting learning process and learners' choice of LLS such as motivation, age, sex, nationality, investment, beliefs, aptitude and so on (Day, 2002; Dörnyei & Skehan, 2003; Gardner, 1995; Ehrman & Oxford, 1989, 1990; Ellis, 2008; Nyikos, 1990; Oxford & Nyikos, 1989; Peirce, 1995; Wenden, 1987; White, 2008). However, of those factors, studies investigating the frequency of self-regulated L2 learning strategy use with reference to learners' personality traits, identity, beliefs about L2 learning and proficiency are somehow limited. These factors still need to be explored in the field of FLE, particularly in Turkish context to comprehend the factors that lead to strategy choice. Thus, it is essential to determine how prospective FL teachers deal with language learning problems to improve their FL skills.

**Purpose of the Study**

The specific purpose of this study is two-fold. First, to explore the overall self-regulated L2 learning strategy use of L2 learners studying at the Department of FLE depending upon Oxford's (2011) $S^2R$ Model. Second, to examine the relationships between their reported self-regulated language strategy use and their personality traits, identity, beliefs about L2 learning, and proficiency.

**Significance of the Study**

This study will provide a further understanding of the nature of self-regulated L2 learning strategies, the source of L2 learners' strategy use, and the reasons for strategy choice of learners. Furthermore, the study will shed light on the relationships among the five constructs: self-regulated L2 learning strategies, personality traits, beliefs about L2 learning, identity, and proficiency.

In this sense, this study is assumed to be beneficial in terms of revealing the general profile of learners at the Department of FLE. Accordingly, the study will provide in-depth information about prospective FL teachers' self-regulated L2 learning strategy use and factors influencing their strategy choice. This will assist language educators to make better sense of what Turkish L2 learners bring into the language education context.

Moreover, Self-regulated L2 Learning Strategy Use and Beliefs about L2 Learning Scales are developed by the researcher so as to measure the self-regulated L2 learning strategies and beliefs about L2 learning, which are assumed to make a contribution to the field in terms of introducing new data collection instruments.

The study is expected to be beneficial and fill the gaps in the literature by discussing sociological and psychological aspects of L2 learners apart from investigating their self-

regulated L2 learning strategy use, and factors affecting their strategy choice. Hence; FLE contexts can be designed in accordance with the outcomes of the study.

**Limitations of the Study**

The main concern of this study is to explore self-regulated L2 learning strategy use in FLE context. Hence, participants of this study are 205 L2 learners studying at the Department of FLE at Trakya University. As the chosen educational institution offers only two language teaching divisions at the department, participants are selected from English Language Teaching (ELT) and German Language Teaching (GLT) Divisions including first, second, third, and fourth-grade students. For this reason, the results of the study cannot be generalized to all FLE contexts. Moreover, 305 L2 learners are included in the study to develop scales for self-regulated L2 learning strategy use and beliefs about L2 learning. In this sense, more participants could be included for revealing results of the study as 305 learners took part in the pilot study.

Data are gathered through one questionnaire, three scales, and semi-structured interviews. However, more findings could be reached using classroom observations and applications.

**Research Questions**

In this study, some answers will be sought to the following questions;

**1.** What are the main self-regulated L2 learning strategies used by L2 learners studying at the Department of FLE?

**a)** Which self-regulated L2 learning strategies are used more by L2 learners at the Department of FLE?

**b)** Which self-regulated L2 learning strategies are used less by L2 learners at the Department of FLE?

**2.** What are the personality traits of L2 learners attending the Department of FLE?

**3.** What beliefs do L2 learners studying at the Department of FLE hold about language learning?

**4.** Is there any relationship between the use of self-regulated L2 learning strategies (i.e. cognitive strategies, affective strategies, SI strategies, metacognitive strategies, meta-affective strategies, and meta SI strategies) and personality traits (i.e. Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness)?

**5.** Is there any relationship between the use of self-regulated L2 learning strategies and learners' beliefs about L2 learning (i.e. cognitive, affective, and behavioral beliefs)?

**6.** Is there any relationship between the use of self-regulated L2 learning strategies and identity?

**7.** Is there any relationship between the use of self-regulated L2 learning strategies and L2 learners' proficiency?

**Assumptions**

In this study, the following assumptions have been put forward:

**1.** It is assumed that chosen sample of the study represents the target population well.

**2.** It is assumed that the participants willingly take part in the study.

**3.** It is assumed that the participants in this study give accurate answers to all questions asked in the instruments.

**4.** It is assumed that L2 learners' university GPA reflect their proficiency properly.

**5.** It is assumed that there will be a significant relationship between the use of self-regulated L2 learning strategies and L2 learners' personality traits.

**6.** It is assumed that there will be a significant relationship between the use of self-regulated L2 learning strategies and L2 learners' identity.

**7.** It is assumed that there will be a significant relationship between the use of self-regulated L2 learning strategies and learners' beliefs about L2 learning.

**8.** It is assumed that there will be a significant relationship between the use of self-regulated L2 learning strategies and L2 learners' proficiency.

**Definitions**

**Language Learning Strategies (LLS):** It is notable that the notion of learning strategies has been a fuzzy term in the literature, and various definitions have been put forward to clarify the term so far. Rubin (1975, p.43) defines learning strategies as "the techniques or devices which a learner may use to acquire knowledge." According to O'Malley & Chamot (1990), learning strategies are "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information." Oxford (1993, p.18) also asserts that "language learning strategies - specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability". Griffiths (2008, p. 87) makes the definition of LLS as "activities consciously chosen by learners for the purpose of regulating their own language learning."

**Self-Regulation:** A phenomenon comprised of such processes as "setting goals for learning, attending to and concentrating on instruction, using effective strategies to organize, code, rehearse information to be remembered, establishing a productive work environment, using resources effectively, monitoring performance, managing time effectively, monitoring performance, seeking assistance when needed, holding positive beliefs about one's capabilities, the value of learning, the factors influencing learning, and the anticipated outcomes of actions, and experiencing pride and satisfaction with one's efforts". (Schunk & Ertmer, 2000, p. 631)

**Self-regulated Language Learning Strategy:** A planned, goal-directed endeavor to oversee and control attempts to learn L2 (based on Afflerbach, Pearson, & Paris, 2008). Such a strategy is a wide, teachable activity that learners browse among choices and utilize for language learning purposes. (Oxford, 2011)

**Strategic Self-Regulation ($S^2R$) Model of Language Learning:** Oxford's model of strategic, self-regulated language learning. This model encompasses three dimensions: cognitive, affective, and SI. Within each dimension, the model includes strategies and metastrategies: Cognitive strategies and metacognitive strategies; affective strategies and meta-affective strategies; SI strategies and meta- SI strategies. The model also includes tactics. (Oxford, 2011, p. 298)

**Cognitive Strategy:** O'Malley & Chamot (1990, p. 44) define cognitive strategies as learning strategies that "operate directly on incoming information, manipulating it in ways that enhance learning." They involve "such operations as rehearsal, organizing information, and inferencing." (Ellis, 2008, p. 956)

**Metacognitive Strategy:** A strategy in the cognitive dimension that "helps learner control (through Planning, Organizing, Evaluating, etc.) his or her cognitive strategy use. Metacognitive strategies are the best-known type of metastrategies". (Oxford, 2011, p. 289)

**Affective Strategy:** Strategies that "serve to regulate emotions, attitude and motivation" (Richards & Renandya, 2002, p. 121) such as using music, rewarding oneself, discussing feelings with someone else, etc. (Oxford, 1990)

**Meta-affective Strategy:** A strategy in the affective dimension that helps the learner control (through Planning, Organizing, Evaluating, etc.) his or her affective strategy use. (Oxford, 2011, p. 289)

**SI Strategy:** A strategy that helps the learner with communication, sociocultural contexts, and identity. The three SI strategies are: Interacting to Learn and Communicate, Learning Despite Knowledge Gaps in Communication, and Dealing with Sociocultural Context and Identities. (Oxford, 2011, p. 297)

**Meta-SI Strategy:** It means "beyond sociocultural interaction" refers to the learner's control or guidance of his or her role in contexts, culture, and communication. (Oxford, 2011, p. 290)

**Personality:** It has been defined as “those aspects of an individual’s behavior, attitudes, beliefs, thought, actions and feelings which are seen as typical and distinctive of that person.” (Richards & Platt, 1992, p. 40)

**Identity:** The combination of the factors (such as nationality, culture, age, gender, etc.) which contribute to learner individuality. (Griffiths, 2013, p. 192)

**Learner Beliefs:** In the field of language acquisition, beliefs have been characterized as implicit theories, self-constructed representational systems or widespread assumptions that students as learners have regarding factors affecting learning, and regarding the nature of learning and teaching. (Clark, 1988; Rust, 1994; Victori & Lockheart, 1995)

**Language Proficiency:** It is defined as “the ability or internalized knowledge that enables a person to function communicatively in a foreign language.” (Sasaki, 1996, p.12)

# Chapter II

# Literature Review

## Theoretical Background of the Study

It is well-known that cognitive and constructivist theories have essentially influenced current ideas on language learning strategy. Cognitive science tries to comprehend the internal mental representations that depend upon the higher-order mental functions such as vision, language, and categorization (Harrington, 2002). Furthermore, cognitive psychology reveals that learners are not passive in their learning process, but they have active roles in comprehending the tasks or problems that they encounter so as to learn (Williams & Burden, 1997) which is closely related to the information-processing paradigm. LLS also deal with processing information in an efficient way so as to gather flourishing outcomes for language learning (Lan, 2005). According to O'Malley & Chamot (1990, p.17), "the role of learning strategies in the acquisition of information generally can be understood by references to the information processing framework for learning". In this context, information processing is about "the developmental activities that learners engage in as they are exposed to new linguistic input and as they develop the competence to use new language features automatically in communication by including different types of memory such as sensory memory, short-term memory, working memory, and the long-term memory" (Purpura, 2014, p. 539). Figure 1 illustrates this system and presents how the regulatory processes control the stages of processing related to memory.

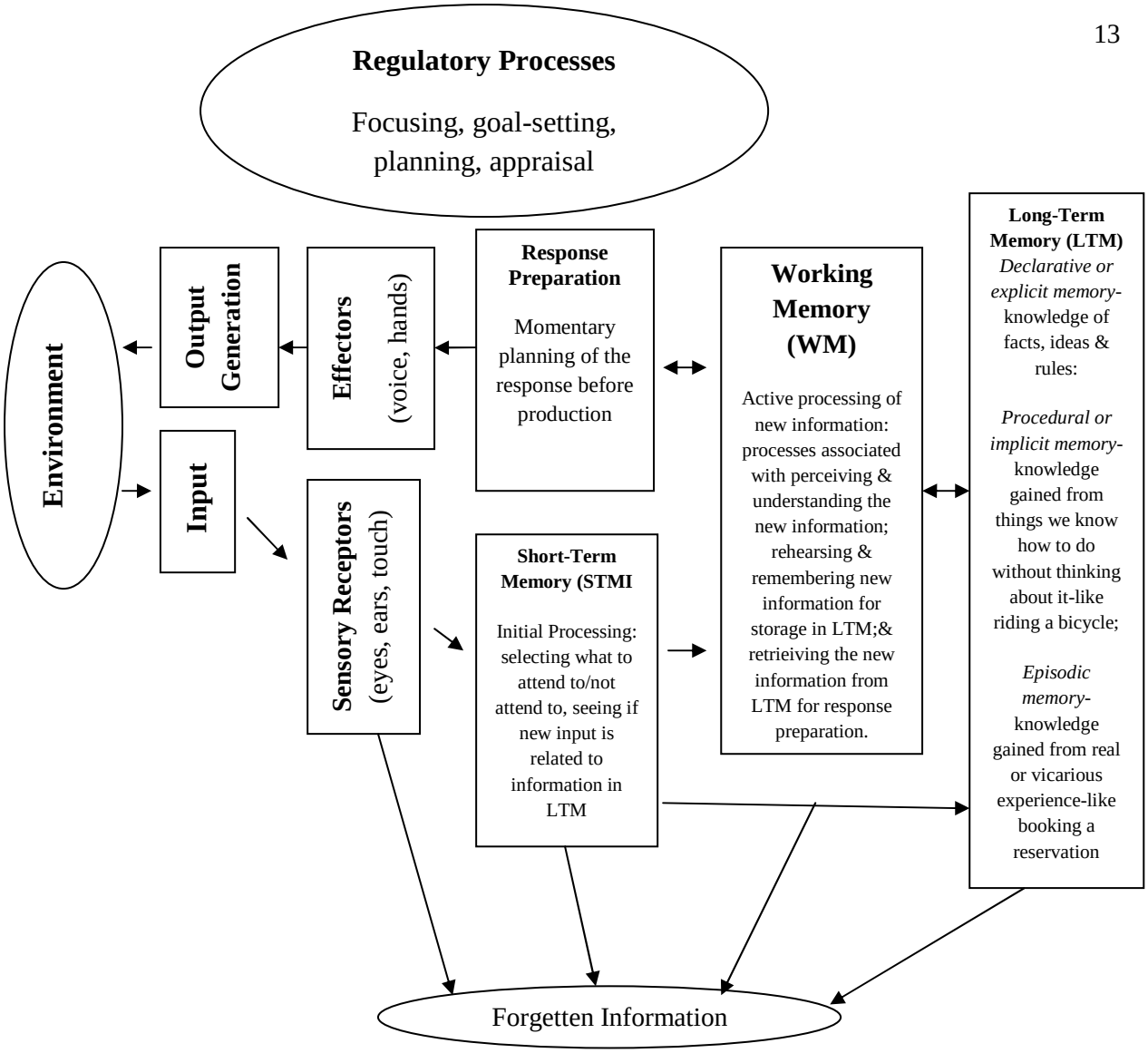


*Figure 1.* Architecture of the human information processing system (based on Purpura, 2014, p. 540)

It is clear from the Figure 1 that, information-processing models typically put forward three types of memory stores; a) sensory stores which are capable of holding information barely very briefly; b) short term memory which includes working memory and information is held for a short but adequate period of time to provide processing to take place and c) a long-term memory in which the products of processing in working memory are stored and in which restructuring of existing knowledge as a result of processing takes place (Ellis, 2008, p. 407). As it is expressed by Anderson (1983), almost the whole information is kept in long-term memory as declarative knowledge or procedural knowledge (cited in Lan, 2005). Moreover, Anderson (1985) states that "one of the major aim of cognitive information

processing is to transform (conscious, effortful) declarative knowledge to (unconscious, automatic) procedural knowledge" (cited in Oxford, 2011, p. 47). On the other hand, by adopting the general structure of Anderson's the Adaptive Control of Thought (ACT) Theory, Oxford (2011) clarified the terminology of stages in cognitive information-processing and related these stages to strategy use. According to Oxford (2011), the first stage is *declarative knowledge stage,* and this stage enables the learner to engage in new L2 information which is "static, conscious, effortful, halting, nonhabitual, and expressible in words" (p.49). Thus, learner employs strategies and tactics to support noticing, taking in, integrating (into schemata, i.e. mental frameworks) the information which is called declarative knowledge. The second stage is named as *the associative stage*. At this stage, the practice of the new L2 information emerges and learner practices the new L2 information, integrates it in new ways, and hence reinforces and develops the schemata which leads to making the new L2 information more familiar and much easier to employ. As a result, strategies and tactics are used to perform the new L2 information and combine it more strongly with the one that exists in memory. At the last stage, that is the *procedural stage*, knowledge of the new L2 information is "dynamic, unconscious, effortless, automatic, habitual, and tacit (difficult or impossible to express in words)" which becomes second nature to the learner, part of himself or herself and it is fully proceduralized. At this stage, strategies and tactics are no longer required for L2 information which has become "automatic and habitual." The information is now called procedural knowledge. (Oxford, 2011, p.49)

From the constructivist perspective, social constructivism plays a significant role in enhancing SL/FL language acquisition and provides a background for LLS. According to social constructivism, social interaction and cooperative learning in shaping both cognitive and emotional images of reality gain importance (Brown, 2007). The pioneer of social constructivism is Vygotsky (1978) who believed that "social interaction, cultural tools, and activity shape an individual's development and learning" (Woolfolk, Winne, & Perry, 2003, p.

320). That is, learners begin to recognize new strategies and knowledge about the world by studying together with others. Hence, social constructivism places more emphasis on the social context of language (Ng & Hanewald, 2010). In this sense, Vygotsky (1978) put forward the concept of the zone of proximal development (ZPD) which refers to "the distance between the level of actual development and the level of potential development when assisted by another; either a more capable actor or a peer" (Polio & Williams, 2009, p. 499). This assistance is supported by *scaffolding* which is the process that supports the learner's use of strategy (Williams & Burden, 1997). In this context, scaffolding can be provided for learners by means of the support from their teachers or peers to learn and employ new strategies or update their previous strategies with more useful ones. From this perspective, social constructivism provides a basis for enabling a social situation for learners which may influence their use of LLS related to affective and social factors.

Bandura's (1986) social cognitive theory (SCT) has influenced the development of a model and constructed a theoretical background for self-regulated learning. In this theory, personal, contextual and behavioral factors cooperate so as to provide learners an opportunity to control and manage their learning (Mousoulides & Philippou, 2005). From the perspective of the social cognitive theory, human functioning has mutual relations between behaviors, environmental variables, cognitions and other personal aspects as displayed in Figure 2.

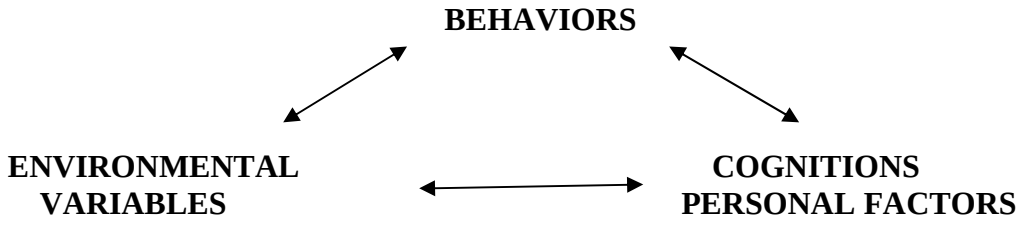


*Figure 2.* Human functioning as reciprocal interactions between behaviors, environmental variables, and cognitions and other personal factors. (based on Schunk, 1989)

SCT attaches attention to observe and imitate actions modeled by other individuals through the progress and maintenance of behavior (Nelson, 2008). The theory is distinguished

by the principle of *reciprocal determinism* and the theory of the *self-system.* While reciprocal determinism refers to how environmental, behavioral and cognitive factors cooperate with each other in an efficient way, the theory of self-system puts forward four main informational and motivational processes that are essential in describing human behavior. These are related to a) the formulation and imposition of individual goals and standards of performance; b) self-monitoring; c) self-reactive influences; d) self-efficacy judgments (Bandura, 1978, 1982, 1986; cited in Rottschaefer, 1998, p. 131). In this sense, it is evident that success actions such as task selection, endurance, expenditure of effort, and skill acquisition are affected by learners' self-efficacy beliefs, and in turn, learners' self-efficacy beliefs are modified by their actual behaviors. Moreover, teacher feedback and classroom environment are considered as other factors that contribute to enhancing self-efficacy (Schunk, 1989). In this context, self-regulated learning occurs when the learner controls and manages the learning process by means of the impact provided by the environment s/he is embedded in as well as the behaviors and personal factors.

## Language Learning Strategies

### Definition

The term "strategy" has always been an ambiguous word especially in the field of education as the word bears an extensive meaning and can be encountered in many aspects of life. The term originally comes from the French word "strategie" and goes back to the Greek word "stratēgia" which denoted "the art or science of the planning and conduct of a war, generalship" (Shipman, 1991, p.251). At first, the word was regarded as a military term which means "the skill of planning the movements of armies in a war." However, in non-military use, it refers to "a planned series of actions for achieving something" in its broadest sense (Longman Dictionary of Contemporary English, 2003, p. 1640). On the other hand, in the field of education, the notion is defined as "the techniques or devices which a learner may use to acquire knowledge" in its simplest form (Rubin, 1975, p. 43). According to Bialystok

(1978, p.71), learning strategies are defined as "optional means for exploiting available information to improve competence in a second language". Weinstein & Mayer (1986, p. 315) state that learning strategies are " the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process". O'Malley & Chamot (1990, p. 1) also make a similar definition and identify learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." Additionally, concerning the field of language studies, Cohen (1998) specifically makes the definition of LLS in his book titled *Strategies in Learning and Using a Second Language* as follows:

> Language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning (e.g. grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so forth), having repeated contact with the material (e.g. through classroom tasks or the repeated contact with the material (e.g. through classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics, or some other memory technique). (Cohen, 1998, p. 5)

Oxford (1999), being one of the most foremost researchers in the field of LLS studies, comprehensively makes a recent definition of LLS as "the specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language" (p. 518). In this sense, when learning strategies are considered in the scope of language studies, they are defined as the conscious actions that are taken by the learners to develop the language learning process by enhancing learning, performing specified tasks, solving particular problems, making learning easier, faster, and more enjoyable, and

compensating for a deficit in learning (Anderson, 2005; Cohen, 2007). In this respect, LLS are tools for learners to maintain an efficient learning process and a better improvement in their studies.

It is evident that many definitions have been proposed for LLS so far. In this sense, the following review of the literature can be helpful in summarizing different definitions made by different scholars.

Table 1.
*Definitions of LLS*

| ***Source*** | ***Definition*** |
|---|---|
| Tarone (1983) | An effort to improve linguistic and sociolinguistic competence in L2- to integrate these into individual's interlanguage competence. |
| Stern (1983) | Strategy is best held for general inclinations or overall features of the method used by the language learner, leaving techniques as the term to refer to specific types of noticeable learning actions. |
| Weinstein & Mayer (1986) | Learners' behaviors and thoughts in the course of learning that are aimed to affect the encoding procedure of the learner. |
| Wenden & Rubin (1987) | Any group of actions, steps, progressions, procedures employed by the learner to get, store, retrieve, and use knowledge. |
| Rubin (1987) | Strategies make a contribution to the improvement of the language system that is established by the learner, and they have an influence on learning in a direct way. |
| Chamot (1987) | Learners use them as techniques, approaches or purposeful activities for facilitating the learning, remembering both linguistic and content area knowledge. |
| Oxford (1989) | Learners employ strategies as behaviours or actions for making language learning more successful, autonomous and satisfying. |
| O'Malley & Chamot (1990) | Learners employ strategies as special thoughts or behaviors to facilitate comprehension, learning, or retainment new knowledge. |
| Stern (1992) | The notion of learning strategy is based on the assumption that learners intentionally deal with actions to manage certain objectives and learning strategies can be considered as generally comprehended deliberate instructions and learning techniques. |
| Oxford (1999) | Language learning strategies are specific actions, behaviours, steps, or techniques that learners utilize to enhance their progress in improving L2 skills. |
| Hall (2001) | Learning strategies are goal-directed activities that learners employ for mediating their own learning. |

Related to the definitions put forward so far, characteristics of LLS are identified by certain scholars in various ways. For instance, according to Wenden (1987), strategies are defined as particular actions or techniques. In this sense, they are not features which portray a

learner’s general approach. These actions will be discernible. What's more, other actions will not be noticeable. Since strategies are problem-oriented, learners use them for enhancing acquisition, storing, recovering or utilizing knowledge. They are employed for indicating language learning actions that make contribution to learning in a direct way. Occasionally, strategies might be deliberately conveyed. They can get automatic and stay beneath conscious or conceivably conscious. Furthermore, strategies are actions that are open to altering.

Oxford (1990, p. 9) outlines the features of LLS and expresses that LLS make a contribution to the major aim, communicative competence. They also enable learners to get autonomous, extend the function of instructors, are problem-oriented, particular activities carried out by the learners, include not only the cognitive but also numerous parts of the learners, aid learning both in a direct and indirect way, are not generally discernible, can be teachable, are adaptable, and affected by various factors.

Another researcher Lessard-Clouston (1997) summarizes that the characteristics of LLS and highlights that LLS are generated by the learners, and they are actions taken by language learners. Moreover, LLS improve language learning and support facilitating language competence which is revealed in listening, speaking, reading, or writing L2 skills of learners. LLS might be obvious such as behaviors, steps, or techniques or unobserved such as thoughts, mental processes. They include knowledge and memory such as vocabulary knowledge, grammar rules, etc.

Weinstein, Husman & Dierking, (2000) transparently put forward three distinguishing features of LLS:

- Goal-directed,
- Intentionally invoked,
- Effortful

Griffiths (2008) laconically categorizes six crucial features of LLs:

- active,
- conscious,
- chosen,
- purposeful,
- regulatory,
- learning-focused

It is obvious that LLS are essential in terms of finding appropriate solutions to the problems encountered in language learning contexts as they contribute to developing more efficient learning conditions by boosting the role of learners.

**Background of Language Learning Strategies**

Language learning strategies have attracted the attention in the field of language learning and teaching since the 1970s. Until that time, language learning was regarded as a psychological phenomenon and accomplished through the practice of phrasal drilling, repetitions and stimulus response in the scope of behaviorist theories. Grammar was concordantly taught by neglecting the social context and considered as an individual habit (Grenfell & Macaro, 2007). Universal grammar, the most prominent theory put forward by Chomsky in the 1950s, also sustained the ignorance of social perspective in language learning by stressing that human beings are "pre-programmed with a basic knowledge of what languages are like, and how they work." (Aitchison, 1999, p. 28)

On the other hand, Selinker (1972) coined the term "interlanguage" (IL), which implies the intermediate system generated by the learner while dealing with the target language. According to Selinker (1972), learner errors are the indication of dynamic attempts taken by learners for learning the new language. This perspective provided learners to control their own learning and thus, many scholars such as McLaughlin (1978) and Bialystok (1978)

studied the way learners use learning strategies to support language learning. In this sense, the concept of supporting a learner to "enable him to learn on his own" (Rubin, 1975, p. 45) as well as "finding the best method or getting the correct answer" was rather ground-breaking (Griffiths, 2006).

As it is known, in the 1970s, there was a shift from psychological behavior to social behavior and the term *communicative competence* was introduced by the American linguist Dell Hymes. According to Hymes (1972), linguistic competence is inadequate in using language appropriately in social situations. *Sociolinguistic competence* which can be regarded as knowledge of things such as how to begin and end conversations, how and when to be polite, and how to address people is essential for using a language successfully. Apart from that, *strategic competence* is also required to "organize speech in an effective manner and how to mark and compensate for any misunderstandings or other difficulties" (Trask, 2007, p. 43).

Canale & Swain (1980, p.29) also proposed *communicative competence* in which "sociolinguistic competence and strategic competence become significant besides grammar competence in order to gain experience in real-life situations that involve meaningful communication." According to them, "because of performance variables or insufficient competence, verbal and non-verbal communication strategies may be called into action so as to compensate for breakdowns in communication." (p. 30)

All these attempts demonstrate that strategy concept has begun to emerge as attention is directed to learners having active roles in their learning process. Yet, it can be put forward that the birth of language learner strategy began as a result of Rubin's (1975) popular article named 'What the "Good Language Teacher" Can Teach Us'. This study tried to find an answer for certain techniques and approaches used by successful language learners. Rubin (1975) classified two main processes as contributing directly to learning and indirectly to learning. In this context, *processes which may make a contribution to learning in a direct way* are

categorized as clarification and verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, and practice. On the other hand, *processes which may make a contribution to learning in an indirect way* are identified as creating opportunities for practice and production tasks relate to communication.

Following Rubin's (1975) study, many researchers investigated what makes the learners more successful than their counterparts, and found that using certain learning strategies have an important impact on learners' success. Thus, LLS are classified in diverse ways by different scholars.

**Taxonomy of LLS**

It is obvious that after the entrance of "LLS" notion to the field of education, several studies have been generated to make classification related to LLS by different scholars. Hence, it would be worthwhile to examine the most outstanding taxonomies that have been put forward to identify LLS so far.

**Rubin's Classification of LLS**

By the mid-1970s, one of the leading features in terms of learning strategies studies Rubin (1975) published her article titled 'What the "Good Language Learner" Can Teach Us', and, language learner strategy research was introduced to the field of language learning. Rubin (1987) also distinguished strategies as three types which support language learning directly or indirectly as *learning strategies*, *communication strategies*, and *social strategies* (p. 23-27):

- **Learning Strategies:** In Rubin's classification of LLS, there are two major types which are directly related to the language system created by the learner:
  - ✓ Cognitive Learning Strategies
  - ✓ Metacognitive Learning Strategies

- **Cognitive Learning Strategies:** They are "the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials." (Rubin, 1987, p.23)

Rubin distinguished six major cognitive learning strategies which are directly related to language learning:

- ✓ Clarification / Verification
- ✓ Guessing / Inductive Inferencing
- ✓ Deductive Reasoning
- ✓ Practice
- ✓ Memorization
- ✓ Monitoring

- **Metacognitive Learning Strategies:** These strategies are employed to manage, control or self-direct language learning. They entail a range of functions as arranging, organizing, setting objectives, and self-management. (Rubin, 1987)

- **Communication Strategies:** Communication Strategies are less directly associated with language learning as they concentrate on the procedure of taking part in a conversation, and understanding or elucidating the intention of the speaker during a conversation. They are performed by speakers once they come across certain problems because their communication ends up due to their communication means, or there may be some misunderstanding by the other speakers. (Rubin, 1987)

- **Social Strategies:** Social strategies are "those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language". (Rubin, 1987, p. 27)

**Naiman et al.'s Classification of LLS**

Naiman, et al. (1978) conducted an adult interview study which aimed to interview good and poor learners in detail. By means of analyzing the most important of features of this study, five major strategies are identified the overall approach to language learning and seemed to be necessary for successful language acquisition:

- ✓ **Active Task Approach:** Good Language Learners (GLLs) effectively involve themselves in the task about language learning.
- ✓ **Realization of a Language System:** GLLs improve or utilize a language system consciousness.
- ✓ **Realization of Language as a Means of Communication and Interaction:** GLLs improve and utilize a language consciousness through communication (i.e. sending and getting messages) and interaction ( i.e. acting in a culturally suitable way).
- ✓ **Management of Active Demands:** GLLs acknowledge at first or increasingly that they should adapt to the affective needs made upon them by language learning and accomplish carrying out so.
- ✓ **Monitoring of L2 Performance:** GLLs continuously modify their L2 systems. They check the language they are acquiring via assessing their assumptions (guesses); via searching for required modifications as they gain knowledge of new information or via asking the natives when they consider there should be alterations. (Naiman et al., 1978)

**Tarone's Classification of LLS**

Tarone (1980) suggests two types of strategies as "Strategy of Language Use" and "Language Learning Strategy":

- **Strategy of Language Use**: In "Strategy of Language use", she introduces "Communication Strategy" and "Production Strategy" as follows;
  - **Communication Strategy** is "a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared" such as paraphrasing, transferring, avoiding.
  - **Production Strategy** is "an attempt to use one's linguistic system efficiently and clearly, with a minimum of effort" such as reduction, practice, discourse organization.
- **Language Learning Strategy** is "an attempt to develop linguistic and sociolinguistic competence in the target language" such as memorising, repeating, etc. (Tarone, 1980, p. 419)

**O'Malley & Chamot 's Classification of LLS**

O'Malley & Chamot (1990) categorize LLS in three major dimensions:

- ✓ Metacognitive Strategies
- ✓ Cognitive Strategies
- ✓ Socioaffective Strategies

- **Metacognitive Strategies:** According to O'Malley, Chamot, Stewner-Manzanares, Russo & Kupper (1985), metacognition is a term to indicate managing function. They include strategies which are necessary for planning for learning, thinking about the learning process, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Advance

organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation are examples of the major metacognitive strategies.

- **Cognitive Strategies:** They "are more limited to specific learning tasks and they entail more direct manipulation of the learning material itself". (Brown, 2007, p.134) Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.
- **Socioaffective Strategies:** They "are related with social-mediating activity and interacting with others". Cooperation and question for clarification are the main socio-affective strategies. (Brown, 2007, p.135)

**Stern's Classification of LLS**

Stern (1992) proposes five main LLS:

- **Management and Planning Strategies:** These strategies enable learners to make a decision about commitments learners engage in language learning. Furthermore, they provide learners to set rational objectives, come to a decision on a suitable method, choose proper resources, and check their improvement, assess learners' success in the light of already determined objectives and anticipations (Stern, 1992)
- **Cognitive Strategies:** These strategies are identified in six key sub-titles such as clarification / verification, guessing / inductive inferencing, deductive reasoning, practice, memorization, and monitoring.

- **Communicative – Experiential Strategies:** Communication strategies, "such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication". (Stern, 1992, p.265)

- **Interpersonal Strategies: "**They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture". (Stern, 1992, p.265-266)

- **Affective Strategies: "**Good language learners try to create associations of positive affect towards the FL and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise". (Stern, 1992, p. 266)

**Oxford's Classification of LLS**

It is well-accepted that Oxford (1990) is one of the most foremost researchers dealing with learning strategies in this field, and her taxonomy related to LLS has been the most outstanding one in the literature so far.

Oxford (1990, p.14-15) divided LLS into two main categories as "direct strategies" and "indirect strategies":

- **Direct Strategies:** They are used for engaging in the new language, like the Performer in a stage play, dealing with the language in a variety of specific tasks and situations. They are “those behaviors which directly involve the target language and directly enhance language learning” (Oxford, 1990, p. 10). They include memory, cognitive, and compensation strategies.

- ✓ **Memory strategies** deal with recalling and storing new knowledge.
- ✓ **Cognitive strategies** deal with comprehending and constructing the language.
- ✓ **Compensation strategies** deal with employing the language in spite of information gaps.

- **Indirect Strategies:** They are for general management of learning and can be likened to the Director of the play. They are "those behaviors which do not directly involve the target language but are nevertheless essential for effective language learning" (Oxford, 1990, p. 450).

They include metacognitive, affective, and social strategies:

- ✓ **Metacognitive strategies** deal with coordinating the learning process.
- ✓ **Social strategies** deal with learning with others.
- ✓ **Affective strategies** are for regulating emotion

Table 2**.**

*Oxford's Strategy System Showing Direct Strategies (1990, p.18-19)*

| | | | | |
|---|---|---|---|---|
| **LEARNING STRATEGIES** | **Direct Strategies** | **Memory Strategies** | Creating mental linkages | -Grouping<br>-Associating/ elaborating<br>-Placing new words into a context |
| | | | Appling images and sounds | -Using imagery<br>-Semantic mapping<br>-Using keywords<br>-Representing sounds in memory |
| | | | Reviewing well | -Structured reviewing |
| | | | Employing action | -Using physical response or sensation<br>-Using mechanical techniques |
| | | **Cognitive Strategies** | Practising | -Repeating<br>-Formally practising with sounds writing systems<br>-Recognizing and using formulas and patterns<br>-Recombining<br>-Practising naturalistically |
| | | | Receiving and sending messages | -Getting the idea quickly<br>-Using resources for sending and receiving messages |
| | | | Analyzing and reasoning | -Reasoning deductively<br>-Analysing expressions<br>-Analysing contrastively (across languages)<br>-Translating<br>-Transferring |
| | | | Creating structure for input and output | -Taking notes<br>-Summarizing<br>-Highlighting |
| | | **Compensation Strategies** | Guessing intelligently | -Using linguistic clues<br>-Using other clues |
| | | | Overcoming limitations in speaking and writing | -Switching to the mother tongue<br>-Getting help<br>-Using mime or gesture<br>-Avoiding communication partially or totally<br>-Selecting the topic<br>-Adjusting or approximating the message<br>-Coining words<br>-Using a circumlocution or synonym |

Table 3**.**

*Oxford's Strategy System Showing All Indirect Strategies (1990, p.19-20)*

| | | | | |
|---|---|---|---|---|
| **LEARNING STRATEGIES** | **Indirect Strategies** | Metacognitive Strategies | Centering your learning | -Overviewing and linking with already known material<br>-Paying attention<br>-Dealing speech production to focus on listening |
| | | | Arranging and planning your learning | -Finding out about language learning<br>-Organizing<br>-Setting goals and objectives<br>-Identifying the purpose of a language task (purposeful listening/reading/speaking/writing)<br>--Planning for a language task |
| | | | Evaluating your learning | -Self-monitoring<br>-Self-evaluating |
| | | Affective Strategies | Lowering your anxiety | -Using progressive relaxation, deep breathing or mediation<br>-Using music<br>-Using laughter |
| | | | Encouraging yourself | -Making positive statements<br>-Taking risks wisely<br>-Rewarding yourself |
| | | | Taking your emotional temperature | -Listening to your body<br>-Using a checklist<br>-Writing a language learning diary<br>-Discussing your feelings with someone else |
| | | Social Strategies | Asking questions | -Asking for clarification or verification<br>-Asking for correction |
| | | | Cooperating with others | -Cooperating with peers<br>-Cooperating with proficient users of the new language |

In Table 2 and 3, it is obvious that Oxford (1990) divides strategies as direct and indirect learning strategies, and divides these two major strategies into subcategories. It is clear that the total six groups are gathered under nineteen strategy sets, and the entire strategy system is composed of sixty-two strategies.

Despite the fact that certain categorizations are carried out related to strategies, there may be still an overlap while identifying learners' strategy types. Oxford (1990) agrees with this situation and expresses that:

> There is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorized; and whether it is - or ever will be - possible to create a real, scientifically validated hierarchy of strategies....Classification conflicts are inevitable. (Oxford, 1990, p.17)

On the other hand, Oxford's taxonomy still provides a beneficial understanding for LLS since her taxonomy has provided many researchers to name and clarify learners' strategy types.

**The Relationship Between Language Learning and Learning Strategies**

Many researchers such as Cohen (1998), Cohen & Macaro (2007), Griffiths (2008) O'Malley & Chamot (1990), Oxford (1990) and Wenden (1991) claim that LLS enable learners to gain knowledge of language more effectively (Griffiths, 2010). Hence, it can be asserted that learners make a better improvement in their studies by using LLS. In this respect, many studies have been conducted to demonstrate the relationship between language learning and learning strategies and different conclusions have been derived from those studies up to now. To provide clear understanding for the studies gathered from the role played by learning strategies in language learning, Ellis (2012, p. 716-717) makes the following conclusions:

**1**. The strategies that learners choose to utilize reflect their general phase of L2 progress. For instance, there is some proof to put forward that strategies that relate to the functional use of language and that involve processing chunks of language precede those that involve close attention to form and single words. Advanced learners tend to perform more metacognitive strategies

**2**. More proficient learners seem to utilize learning strategies more frequently and in qualitatively diverse ways than less proficient learners.

**3**. Different kinds of learning strategies may contribute to different aspects of L2 proficiency. Thus, strategies that involve formal practice may contribute to the development of linguistic competence, while strategies including functional practice support the improvement of communicative competence.

**4**. Learners need to employ strategies flexibly by selecting those strategies that are suitable for carrying out a specific learning task.

**5**. Metacognitive strategies involving goal identification, planning, monitoring, and evaluation assume considerable importance, at least for adults. However, many learners appear to under-utilize these types of strategy.

**6.** The learning strategies used by children and adults may differ; social and interactional strategies may be more important with young learners.

It is clear that language learning is affected by language learning strategy use as many studies have been performed to demonstrate the relationship between language learning and learning strategies. However, more studies taking into account different factors in terms of LLS are still required to display how learning strategy use influence language learning with various groups of learners.

## Self- Regulated Learning

### The Concept of Self-Regulation

Educational Psychology has contributed many developments in the last three decades. In this sense, self-regulation, as a new concept, has been the recent research interest of various scholars. It is mentioned that learners use LLS so as to regulate or control their learning (Wenden, 1991). In this context, "self-regulation" is broadly defined as the degree to which learners actively participate in their learning (Dörnyei, 2005). Hence, self-regulation is "a more dynamic concept than learning strategy, highlighting the learners' own strategic efforts to manage their own achievement through specific beliefs and processes" (Zimmerman & Risemberg, 1997, p.105). This means that self-regulated learners, as the name implies, take control and responsibility of their learning process, and active roles taken enable learners to become autonomous and improve themselves in their learning situations.

In his book titled "The Psychology of the Language Learner" Dörnyei (2005) highlights that the concept of self-regulation increasingly become popular in the 1990s. Many researchers shifted to the notion since learning and the recent available neurobiological information related to the nature of knowledge, skills, ability become inadequate to define exactly the class of learning behaviors which construct learning strategy use. Although many can assume that research on self-regulation conducted similar investigations as before by simply replacing the notion of "strategy" with a new term, there are at least two aspects of this shift that turned out truly important:

- The new perspective on self-regulation offered a far broader perspective than the previous focus on learning strategies, allowing scholars to make links with aspects of self-regulation that are not confined to the area of learning but concern

other types of cognitive and behavioral processes (e.g. in clinical, health, and organizational psychology).

- By shifting the focus from the *product* (strategies) to the *process* (self-regulation), researchers have created more leeway for themselves: Although the so-called 'self-regulatory mechanisms' are very similar to 'learning strategies' and carry the same problems, these mechanisms are not the only important elements within self-regulatory process and, therefore their insufficient understanding does not necessarily prevent researchers from making headway in understanding other aspects of self-regulation. (Dörnyei, 2005, p. 190-191)

According to Karoly, Boekaerts & Maes (2005, p.302), self-regulation involves *creative* and *conscious* efforts that address many facets of action control, including "self-directed problem analysis, commitment building, progress evaluation, and long-term maintenance". In this respect, Zimmerman (1990) asserts that self-regulated learners engage in educational tasks with self-confidence, carefulness and creativity. Furthermore, they are conscious in terms of providing the appropriate conditions for identifying information or having a skill. Unlike their inactive counterparts, self-regulated learners proactively seek out information when required and take the necessary steps to accomplish it. Additionally, when they encounter problems such as poor study conditions, confusing teachers or obscure text materials, they make their ways to overcome. They regard acquisition as a systemic and manageable process and take greater responsibility for their success.

It is obvious that self-regulation has become a popular field of research in educational psychology as the concept of self-regulation is multidimensional which is comprised of cognitive, metacognitive, motivational, behavioral, and environmental processes and, they are utilized by learners to improve their academic success (Dörnyei, 2005). Hence,

the notion has opened a new horizon and provided a broader perspective in the field of education.

**Self-Regulated Learning**

Self-regulated learning is considered as enabling learners to individually trigger and maintain cognitions, affects, and behaviors that are thoroughly oriented to the achievement of their learning objectives (Schunk & Zimmerman, 2008). Thus, self -regulation is considered as separate from mental capability. Instead, as suggested by Zimmerman (2001, p.1), it is "the self-directive *process* through which learners transform their mental abilities into task-related academic skills." In this context, self-regulated learning provides learners not only efficiently carry out the task and control himself or herself but also engage in the learning environment (Oxford, 2011).

Schunk & Ertmer (2000) explain self-regulation in learning and state that self-regulation includes procedures such as having objectives for learning, dealing with and focusing on teaching, performing efficient strategies for arranging, encoding, practising knowledge to be recalled, setting a dynamic study atmosphere, utilizing resources efficiently, checking performance, organizing time efficiently, looking for support when required, having constructive beliefs about one's abilities, the importance of learning, the factors that affect learning, and the expected results of achievement, and practising honour and pleasure about one's endeavors.

According to Winne (1995), when self-regulated learners begin to study, they:

> set goals for extending knowledge and sustaining motivation. They are aware of what they know, what they believe, and what the differences between these kinds of information imply for approaching tasks. They have a grasp of their motivation, are aware of their affect, and plan how to manage the interplay between these as

> they engage with a task. They also deliberate about small-grain tactics and overall strategies, selecting some instead of others based on predictions about how each is able to support progress toward chosen goals. (Winne, 1995, p. 173)

Depending upon the studies of certain scholars (Como, 2001; Weinstein et al., 2000; Winne, 1995; Zimmerman, 1998, 2000, 2001b, 2002), some features of self-regulated learners can be outlined as follows (cited in Montalvo & Torres, 2004):

- ✓ They are familiar with and know how to use a series of cognitive strategies (repetition, elaboration and organization) which help them to attend to, transform, organize, elaborate and recover information.
- ✓ They know how to plan, control and direct their mental processes toward the accomplishment of mental processes (*metacognition*).
- ✓ They demonstrate an arrangement of motivational beliefs and versatile feelings, for instance a high feeling of academic self-efficacy, the acceptance of learning objectives, the improvement of positive feelings about tasks such as enjoyment, pleasure, interest, and the ability to manage and alter these, changing them to the necessities of the task and of the particular learning context.
- ✓ They organize and manage the time and attempt to be employed in contexts, and they are familiar with producing and constructing positive learning situations (i.e. arranging an appropriate place for studying, and asking for help from instructors and friends when they face problems.
- ✓ To the degree that the situation permits it, they demonstrate more prominent to take part in the organization and regulation of academic tasks, classroom atmosphere and construction such as how the learners will be assessed, task necessities, planning class assignments, designing work teams).

- ✓ They can put into play a progression of volitional strategies, which are intended to refrain from external and internal interruptions, to keep their attention, endeavor, and motivation during the performance of academic tasks.

It is seen that self-regulated learning provides learners to take conscious and active roles during their learning process; and rather than the product, the process of learning gains significance in this context. Hence, self-regulated learning enables learners to know how to filter necessary and useful information for their studies and use strategies to divert the way of their learning throughout their education.

**Models of Self-Regulated Learning**

The theoretical framework of self-regulated learning (SRL) is based upon a social cognitive perspective and cognitive constructivist theories as mentioned earlier. Therefore, a variety of models have been suggested in terms of displaying the synthesizing different processes. Thus, it would be noteworthy to mention the most outstanding and current models related to SRL.

**Winne's Four-Stage Model of Self-Regulated Learning**

Winne & Hadwin (1998) proposed a model that is based upon Information Processing Theory (IPT). This model is comprised of four phases with regard to SRL:

- ✓ understanding the task
- ✓ goal-setting and planning how to reach the goal(s)
- ✓ enacting strategies
- ✓ metacognitively adapting to study

In the first phase, the student begins to have a view about the features of the task they study. Secondly, the student constructs goals for the task and make plans to accomplish them.

In the third phase, the student chooses and employs various tactics and strategies, and lastly the student adapts any part of their learning phrase depending upon their experiences throughout their education process (Dunlosky & Metcalfe, 2009). This model presents a combined reflection of the vital determinants of learning together with the cognitive processes involved and are expressed by the acronym COPES, which stands for *conditions, operations, products, evaluations,* and *standards*. These four aspects, except operations, are forms of information that are used or generated by a person during learning (Şenler, 2011). Each phase is related to metacognitive monitoring and control, and consequently, the quality of self-regulation in learning is identified by;

- ✓ the accuracy of the task model and access to information supposed to be necessary,
- ✓ by the quality of the learners' repertoire of effective study tactics and learning strategies,
- ✓ by knowledge and access to standards for monitoring changes in the domain of learning, the fit of study tactics and learning strategies to the assigned tasks, and disposal of the cognitive operations inherent in study tactics and learning strategies as well as,
- ✓ by active metacognitive skillfulness in monitoring and controlling the course of learning (Winne, 2001).

**Boekaerts' Model of Adaptable Learning**

The Model of Adaptable Learning (MAL) is a holistic framework that investigates the relation between intertwined parts of SRL. The model is based upon two main priorities; while broadening their knowledge and skills so as to develop their personal resources, learners also wish to sustain their existing resources and to avoid loss, damage, and distortions of well-being. Moreover, this model puts forward that learning activities activate a network of extremely definite connotations as they interrupt the learner's personal endeavoring and vulnerabilities. The model signifies this process through the link between the appraisals and the contents of a dynamic internal working model (WM) which derives from three major sources. The first source of information is the perception of the task in the physical, social, and didactic situation. The second source triggers domain specific knowledge and skills consisting of declarative and procedural knowledge, cognitive strategies and metacognitive knowledge related to the task. The last source involves manifest personality traits with the self-system involving their goal hierarchy, values, and motivational beliefs (Boekaerts & Niemivirta, 2000).

It is also hypothesized in this model that undesirable appraisals and negative emotions such as anxiety, anger, disappointment are possible to be more dominant during learner's interpretation related to learning situations or tasks as significant for well-being. In this case, the major aim of the learner is to start activity in the 'coping mode' to re-establish well-being. On the other hand, desirable appraisals and positive emotions such as joy, relaxation, excitement will likely to be more dominant leading to learning intention and activity in the 'mastery mode' when the possibility of benefits in competence for sensible costs are kept by the learning contexts or tasks. This means that both the coping mode and mastery mode associate together and struggle for superiority of individual's hierarchy of goals (Boekaerts, Seegers & Vermeer, 1995).

**Zimmerman's Social Cognitive Model of Self-Regulation**

One of the most well-accepted model related to SRL is Zimmerman's (2000) cyclical model which is grounded in social cognitive theory. The model considers SRL as "self-generated thoughts, feelings, and actions that adapt through a three-step cycle." This cycle is comprised of three stages: forethought, performance or volitional control, and self-reflection (Erlich, 2011, p. 24). This cycle is displayed in Figure 3:

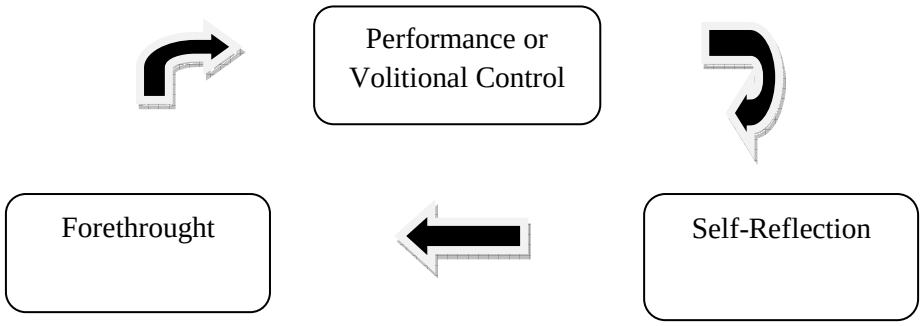


*Figure 3.* Zimmerman's self-regulatory cycle phases

The first phase is the forethought phase which is about "processes (e.g. goal setting) and beliefs (e.g. self-efficacy beliefs) that precede action and efforts to learn or solve a problem" (De Corte, Mason, Depaepe & Verschaffel, 2011, p.158). Like the initial phase, it includes two closely associated categories; task analysis and self-motivational beliefs. Task analysis category is comprised of two forms. Whereas the first form consists of the setting of goals which refers to determining definite outcomes of learning or performance, the second form is strategic planning in which learners require methods that are suitable for the task and the setting so as to achieve or perform skills. There are numerous self-motivational beliefs underlying forethought phases of goal setting and strategic planning such as self-efficacy, outcome expectations, intrinsic interest or valuing, and goal orientation (Zimmerman, 2000).

The second phase - the performance or volitional control phase is related to sophisticated self-regulated learners' applying their strategic plan such as studying for a determined period of time and using graphic organizers/practice quizzes and using numerous self- monitoring techniques such as self-questioning, writing down grades for exams to keep track of and measure learning success. This phrase is regarded as critical since learners collect information that will eventually be performed to assess the efficiency of the strategic organization and to enhance potential learning attempt (Clearly & Zimmerman, 2004).

Lastly, the self-reflection phase includes developments that emerge after learning attempts and affect a learner's reactions towards that experience. These self-reflections successively have an effect forethought considering following learning endeavors; hence, the self-regulatory cycle is completed (Zimmerman, 1998).

**Pintrich's General Framework for Self-Regulated Learning**

Pintrich's (2000) model includes four stages of self-regulation, and four possible areas are offered for self-regulation as shown in Table 4.

Table 4.
*Conceptual Framework for Studying Self-Regulation*

| *Phases of Self-Regulation* | *Areas for Self-Regulation* |
|---|---|
| Forethought, planning, activation | Cognition |
| Monitoring | Motivation |
| Control | Behavior |
| Reaction, reflection | |

In the forethought, planning, activation phase, cognition is composed of "goals, prior content knowledge, and metacognitive knowledge that usually occur before task engagement. This phase also incorporates the students' activation of attitudes about the perceived

importance, usefulness, self-efficacy, or other motivational beliefs about the material, task, and topic more generally" (Wolters, 2010, p.5).

The second phase- monitoring is about concentration and consciousness about one's accomplishments and their products. According to Pintrich (2000), cognitive monitoring involves the active decision of learning and metacognitive awareness (feeling of knowing). Motivational monitoring is related to "knowing one's self-efficacy, values, attributions (perceived causes of outcomes), interests, and anxieties. On the other hand, contextual monitoring is defined as monitoring task conditions so as to decide their changing conditions". (Schunk, 2005, p. 86)

The third phase includes learners' attempts to control their choice and adaptation of cognitive, motivational, and affective self-regulated strategies due to task and learning needs. Considering their selection of strategies, there occurs an increase or decrease regarding learning efforts and performance. The contextual area signifies learners' endeavor to alter or modify task within the learning context. (Pintrich, 2000)

The last phase is about numerous types of reactions and reflections on the self and the task or context (Pintrich, 2004). In this phase, learners evaluate their tasks, try to find out the reason for their successes or failures, make assessments related to the task and the learning context along with their choice of future behavior. (Fadlelmula & Özgeldi, 2010)

**Self-regulated Learning Strategies**

The four main categories of self-regulated learning strategies have been identified depending upon on a combination mostly used taxonomies and classifications. These self-regulated learning strategies are cognitive strategies, metacognitive strategies, management strategies and motivational strategies. (de Boer, Donker-Bergstra, & Kostons, 2012)

- ✓ **Cognitive strategies** are related to rehearsal, elaboration, and organization. Pintrich (1999) defines that rehearsal strategies are presentation of items to be comprehended such as saying the word aloud when students read, and highlighting or underlining the text. Whereas elaboration strategies are paraphrasing or summarizing the material, organizational strategies are about selecting the main ideas and outlining the text. (Cho, 2004)

- ✓ **Metacognitive Strategies** also have a significant effect on learners' success. There are two general features of metacognition as *knowledge about cognition* and *self-regulation of cognition*. Moreover, most models of metacognitive control or self-regulatory strategies involve three general strategy types; planning, monitoring and regulating. Planning activities can involve determining objectives for studying, skimming a text and generating questions before reading, and performing a task analysis of the problem. Monitoring activities include tracking of attention while reading a text or listening to a lecture, self-testing through the use of questions about the text material to check for understanding, monitoring comprehension of a lecture, and the use of test-taking strategies such as checking speed and regulating time available in an exam situation. Regulating strategies are strongly linked to monitoring strategies. For instance, when learners ask themselves questions since they read to check their knowledge, and then return and read the part of the text again, this rereading process can be defined as the regulatory strategy. Throughout a test, skipping questions and returning to them afterward can be regarded as another strategy that learners can employ to regulate their behavior during an exam. (Hofer, Yu & Pintrich, 1998, p. 67-68)

- ✓ **Management Strategies "**concentrate on the learning situation and are used to provide the optimal learning contexts. They can be aimed at the learner him/herself (effort management; strategies that help one persist in case of difficulties), at others (help-seeking and/or collaborative learning), or at the physical environment (e.g. using dictionaries and/or going to the library)". (de Boer et al., 2012, p. 10)

- ✓ **Motivational Strategies** refer to the attitude, interest, and motivation of learners toward learning. These strategies have a strong effect on how efficiently learners comprehend and remember information, and create a positive learning environment such as setting realistic goals, moderately challenging goals, using "To Do" lists, planning rewards, or taking breaks. (Van Blerkom, 2009)

**The *S*trategic *S*elf-*R*egulation ($S^2R$) Model of Language Learning**

This study specially focuses on the use of self-regulated L2 learning strategies by L2 learners attending the Department of FLE by depending upon the $S^2R$ Model of language learning proposed by Oxford (2011).

Oxford (2011) expresses that *self-regulated L2 learning strategies* in the $S^2R$ Model facilitate learners to control or manage their own learning so as to enable the learning process to become easier and more efficient. In the suggested model, by taking into account the definitions made by Afflerbach et al. (2008), self-regulated L2 learning strategies are regarded as "deliberate, goal-directed attempts to manage and control efforts to learn the L2" by adding that these strategies are "broad, teachable actions that learners choose from among alternatives and employ for L2 learning purposes (e.g. constructing, internalizing, storing, retrieving, and using information; completing short-term tasks; and /or developing L2 proficiency and self-efficacy in the long term)" such as Planning, Evaluating, Obtaining and Using Resources, Reasoning, Going Beyond the Immediate Data, Generating and Maintaining Motivation, and Overcoming Knowledge Gaps in Communicating. (Oxford, 2011, p.12)

In the $S^2R$ Model, self-regulated L2 learning strategies are performed intentionally, including four constituents of consciousness such as awareness, concentration, purpose, and endeavor; enable learning to become easier, faster, more pleasurable, and more efficient; are demonstrated by particular tactics in diverse contexts and for different functions; reflect not

only the cognitive or metacognitive characteristic of the learner, but also the entire and multidimensional learner; are frequently integrate into *strategy chains* such as collections of strategies performing together; are connected in a given circumstance, yet can be exchanged to different circumstances when significant.

The $S^2R$ Model relies upon research on strategically self-regulated learners. In her book titled *Teaching and Researching Language Learning Strategies,* Oxford (2011) outlines the characteristics of these learners. Oxford (2011, p.15) indicates that strategically self-regulated learners "actively participate in their own learning; achieve learning goals by controlling various aspects of their learning; regulate their cognitive and affective states (*covert self-regulation*), their observable performance (*behavioural self-regulation*), and the environmental conditions for learning (*environmental self-regulation*); use strategies to control their own beliefs about learning and themselves; cognitively move from declarative (conscious) knowledge to procedural (automatic) knowledge with the use of strategies; choose appropriate strategies for different conditions, purposes, situations and settings; understand that no strategy is necessarily appropriate under very circumstance or for every purpose; and show awareness of the relationship between strategy use and learning outcomes." Hence, it can be inferred that self-regulated learners are conscious and take necessary steps in their studies that make them improve in their life-long learning process.

**Strategies and Metastrategies in the $S^2R$ Model**

As it is mentioned earlier, Oxford (1990) identified LLS into two main parts as *direct strategies* (memory, cognitive, compensation strategies) and *indirect strategies* (metacognitive, social, affective strategies). On the other hand, the current $S^2R$ Model is comprised of three major dimensions of L2 learning as *cognitive*, *affective*, and *SI* (Oxford, 2011):

- **Cognitive Strategies** help the learner construct, transform, and apply L2 knowledge. Moreover, they enable the learner to put together, consolidate, elaborate, and transform knowledge of the language and culture.

The $S^2R$ Model includes six cognitive strategies as "Using the Senses to Understand and Remember, Activating Knowledge, Reasoning, Conceptualizing with Details, Conceptualizing Broadly, and Going beyond the Immediate Data." (Oxford, 2011, p. 46)

- **Affective Strategies** offer the learner some assistance with creating positive feelings and manner, and keep motivated. They are crucial for L2 distance learners, those having no personal support from a teacher or a classmate even though they have a mentor at a distance. Moreover, L2 learners at lower levels who have particular learning styles, engage in general anxiety or depression or suffer from culture shock at any stage in their lives require affective strategies to learn in an effective way. There are two affective strategies in the $S^2R$ Model are "Activating Supportive Emotions, Beliefs, and Attitudes, and Generating and Maintaining Motivation." (Oxford, 2011, p. 64)

- **SI Strategies** help the learner with communication, sociocultural contexts, identity, and power. They enable learners to interact and collaborate with others, ask for help, maintain social interaction when knowledge gaps occur as well.

Three strategies included in the new model are "Interacting to Learn and Communicate, Overcoming Knowledge Gaps in Communicating, Dealing with Sociocultural Contexts and Identities." (Oxford, 2011, p. 88)

Apart from these three major strategies, three types of metastrategies are included in each dimension; *metacognitive*, *meta-affective*, and *meta-SI strategies* as explained below:

- **Metacognitive Strategies** provide the learner to control cognitive strategy use. These strategies are extremely employed by proficient L2 learners at the whole stages of proficiency. There are eight metacognitive strategies in the new model as "Paying Attention to Cognition, Planning for Cognition, Obtaining, and Using Resources for Cognition, Organizing for Cognition, Implementing Plans for Cognition, Orchestrating Cognitive Strategy Use, Monitoring Cognition, Evaluating Cognition." (Oxford, 2011, p.45)

- **Meta-affective Strategies** facilitate learner control of affective strategy use. L2 learners are considered as both being cognitive information-processing mechanisms and having certain feelings, beliefs, attitudes, and motivations. The eight meta-affective strategies included in the model are "Paying Attention to Affect, Planning for affect, Obtaining and Using Resources for Affect, Organizing for Affect, Implementing Plans for Affect**,** Orchestrating Affective Strategy Use**,** Monitoring Affect, and Evaluating Affect." (Oxford, 2011, p. 63)

- **Meta-SI Strategies** enable the learner to control SI strategy use. There are eight meta-SI strategies as Paying Attention to Contexts, Communication, and Culture**,** Planning for Contexts, Communication, and Culture**,** Obtaining and Using Resources for Contexts, Communication, and Culture**,** Organizing for Contexts, Communication, and Culture**,** Implementing Plans for Contexts, Communication, and Culture**,** Orchestrating Strategies for

Contexts, Communication, and Culture**,** Monitoring for Contexts, Communication, and Culture, and Evaluating Contexts, Communication, and Culture." (Oxford, 2011, p. 87)

Self-regulated L2 learning strategies are figured comprehensively in Figure 4 as follows:

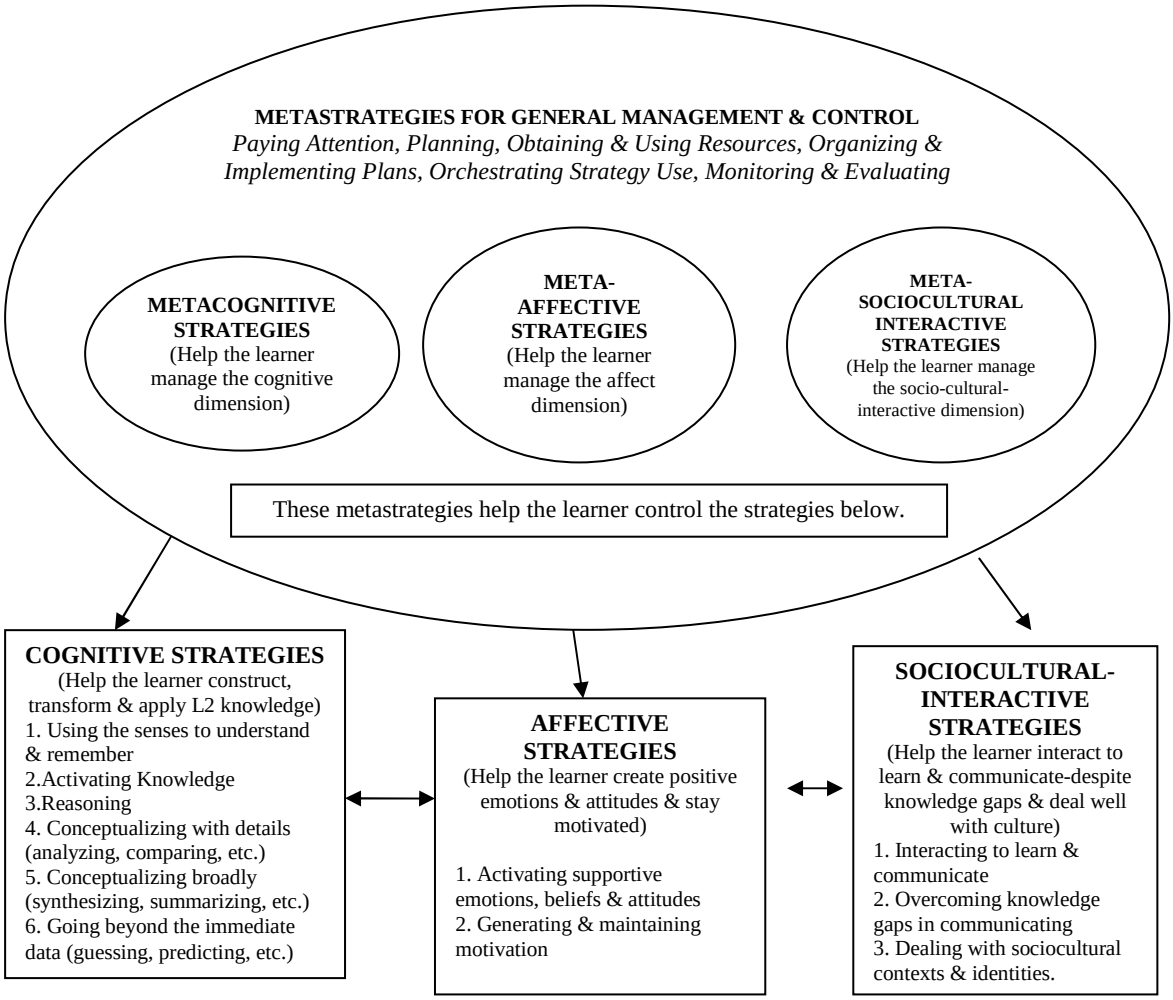


*Figure 4***.** Oxford's Strategic Self-Regulation Model of Language Learning. (based on Oxford, 2011, p. 24)

**Why is the S$^2$R Model Different?**

It is evident that the S$^2$R Model is different from the mentioned taxonomies related to L2 learning strategies so far in that it includes *metastrategies* dimension and fills the gaps by adding meta-affective and meta-SI strategies. In this model, metacognitive strategies covered the term controlling not only cognitive strategies, but also affective and social strategies, and

there was no term to define the affective and the social dimensions up to now (Oxford, p. 2011).

Apart from the inclusion of metastrategies, one of the most significant feature of the $S^2R$ Model is the addition of *tactics* to the model. A tactic is defined in a different way from a strategy as Winne (2001, p. 159) argues that a tactic is a "particular form of schema that is represented as a rule in IF-THEN form, sometimes called a condition-action rule." According to Oxford (2011, p.31), tactics are "the specific manifestations of a strategy or metastrategy by a particular learner in a given setting for a certain purpose". On the other hand, a strategy is "a broader design or plan approaching a high-level goal, and it coordinates a set of tactics" (Dörnyei, 2005, p. 165). While Schmeck (1988) and Wade, Trathen, & Schraw (1990) proposed that a learning strategy "includes" a set of learning tactics; Oxford (2011) discussed that self-regulated learning tactics are specific and goal oriented actions which can be regarded as the way or ways that the learner implements the strategy at a definite stage in a particular condition to fulfill the immediate needs.

The mentioned strategies in the $S^2R$ model are based upon certain theories and concepts. Cognitive strategies and metacognitive strategies depend upon *schema theory, cognitive information-processing theory, activity theory, cognitive load theory* and *neurobiological aspects of cognition.* On the other hand, affective strategies and meta-affective strategies are related to *the importance of affect in L2 learning; emotions, beliefs, and attitudes in relation to affective strategies; strategies in association with motivation, volition, investment, and willingness to communicate; goals and strategies; and neurobiological theory in relation to affect and strategies*. Lastly, SI strategies and meta-SI strategies are in regard to *communication in relation to learning strategies, as in the Vygotsky's Sociocultural Model,* and *sociocultural concepts and learning strategies.*

Oxford (2011, p. 40) outlines in nine ways that the $S^2R$ Model is different and broadens horizons in comparison to other strategy-related models of L2 learning:

**1.** The $S^2R$ Model systematically integrates three major traditions of learning theory and research: *psychological, social-cognitive, and socio-cultural*. The psychological tradition of strategies is very diverse, including strategies related to schema (mental structure) development, comprehension, cognitive information-processing, metacognition, motivation, emotion, and beliefs. Oxford (2011, p. 47) proposes that schema theory enables learners to comprehend learning strategies and concept development. Metastrategies that exist in the $S^2R$ Model such as Paying Attention and Organizing play a significant role in developing schemata as they enable learners to concentrate and associate the existing knowledge with the new information respectively. In addition to this, cognitive information -processing theory matches with schema theory, since schemata are constructed in the first (declarative knowledge stage) and second stages (associative stage) of cognitive information-processing and completely become automatic in the third stage (procedural knowledge stage). A fundamental aim of cognitive information -processing theory is to change declarative knowledge, which is considered as conscious, effortful, to procedural knowledge, which is unconscious and automatic. Furthermore, it is likely that L2 learning is influenced by motivation, emotions and beliefs, and can be modified by learning strategies. The social-cognitive dimension engages in strategies concerning task phases, self-efficacy, and social comparisons. A cycle of phases for carrying out a task or solving a problem are embedded in the $S^2R$ Model as task-phase 1 (strategic forethought), task-phase-2 (strategic performance), and task-phase 3 (strategic reflection and evaluation). In Task-phase 1, the learner notices to the demands of the task, set goals, plans how to address them, and activates existing knowledge. Task-phase 2 is sometimes named as strategic implementation, monitoring, and control. In this task-phase, the learner applies the plan, monitors how well the plan is working and decides whether to continue the task as it is going, stop entirely, or make changes in the approach to the task. Task-phase 3 is comprised of making judgments of value about outcomes, effectiveness of strategies and self (Oxford, 2011, p.25). The $S^2R$ Model uses these

task-phases as they put forward roughly when it is beneficial to use certain learning strategies or metastrategies. Apart from this, learning strategies can reinforce *self-efficacy*, which is defined as "people's judgment of their capabilities to organise and execute courses of action required to attain designated types of performances" (Bandura & Schunk, 1981, p. 31). Oxford (2011, p.27-28) argues that perceptions of self-efficacy can become more positive by means of the affective strategy of Activating Supportive Emotions, Beliefs, and Attitudes. The sociocultural strand is related to strategies (often called "higher mental functions" or "operations") regarding mediated learning, instrumental enrichment, ZPD, communities of practice, and cognitive apprenticeship. In the $S^2R$ Model, as in Vygotsky's sociocultural model, it is suggested that all learning is supposed to be assisted (mediated) performance. Vygotsky's model of self-regulated learning asserts that learning is mediated by means of language and specially dialogues with a more competent person (or by means of other ways such as books, technology, etc.) Additionally, Vygotsky's (1978, p. 83) ZPD, which is "the distance between the actual developmental level and as determined by the independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers", can model "higher mental functions" such as Conceptualizing with Details or Conceptualizing Broadly" that are considered as strategies in the $S^2R$ Model. Apart from this, the model asserts that learners are part of communities of practice. A community of practice is "an aggregate of people who come together around mutual engagement in some common endeavor" (Eckert & McConnell-Ginet, 1992, p. 96). Brown, Collins & Duguid (1989) put forward that in a community of practice, a learner ideally takes part in cognitive apprenticeship that enables learners to acquire, develop, and employ learning strategies in real activities through interaction, social construction of knowledge, scaffolding, modeling, goal-setting, peer-sharing, and learner reflection (cited in Oxford, 2011, p. 29).

**2.** The $S^2R$ Model provides a better balance of dimensions than prior learning strategy models. This model overtly recognizes that L2 learning is not just a cognitive/metacognitive process but is also impacted by a composite network of beliefs, emotional relations, attitudes, inspirations, sociocultural connections, individual communications, and power dynamics. Therefore, sufficient attention must be paid to affective strategies and meta-affective strategies, and SI strategies and meta-SI strategies, as well as cognitive and metacognitive strategies, which often garner the most attention.

**3.** As mentioned earlier, the $S^2R$ Model introduces not just metacognitive but also meta-affective and meta-SI strategies as part of a new and important concept, metastrategies. The use of metastrategies, which include but are not limited to metacognitive strategies, makes good sense semantically, logically, and theoretically.

**4.** The $S^2R$ Model states that metastrategies, such as Planning, Organizing, Monitoring, and Evaluating, are naturally usable at either the task level or the whole-process level. Several social-cognitive models of self-regulated view these as only related to a particular task-phase. (e.g. strategies used before, during, and after the task)

**5.** The $S^2R$ Model underscores the importance of deep processing strategies, as opposed to surface strategies. According to the model, Oxford (2011) discusses that deep processing strategies, which assists understanding, boost important mental connections, and are the most useful strategies for storing information in long-term. For instance, it is potential that cognitive strategies such as Reasoning, Conceptualizing with Details, and Conceptualizing Broadly and metacognitive strategies such as Planning, Monitoring, and Evaluating make a contribution to deep processing. According to Holschuh & Aultman (2008), learners adopting deep approaches to learning are more likely to personalize academic tasks, construct previous knowledge in a significant way that provides long-term learning. Moreover, learners using deep approaches are seen better at both choosing strategies and monitoring when problems occur. On the other hand, surface strategies facilitate learners to memorize material so as to

repeat it when necessary without the aim of learning. Thus, the use of surface strategies is associated with having unstable self-esteem, causing "excessive social comparisons" or being in a position that puts off self-regulation.

**6.** The $S^2R$ Model mentions "double utility" of strategies and metastrategies. Double utility means that they can be used in situations involving ordinary learning problems or circumstances marked by severe or crisis-like learning problems.

**7.** The $S^2R$ Model includes the fewest strategies and metastrategies (a total of 19) needed for self-regulated; therefore, the model can be viewed as scientifically elegant. At the same time, the model's inclusion of tactics allows for tremendous flexibility and adaptability. As explained earlier, tactics are the very particular applications of strategies or metastrategies in real-life situations for specific purposes and needs.

**8.** The $S^2R$ Model pays close attention to the neurobiological elements of L2 learning and to cognitive load, which most L2 strategy models do not adequately discuss. For instance, higher cognition, like abstract thought, functions in the prefrontal cortex (frontal lobe) yet also have connections in the brain. Certain related cognitive strategies are Reasoning, comprising inductive and deductive; Conceptualizing with Details, comprising analysing and comparing; and Conceptualising Broadly, comprising synthesizing and summarizing. General organization or executive control processes such as Evaluating and Planning of metacognitive strategies function in the frontal lobe (prefrontal cortex) of the brain but have connections to deeper, motivation-related components like the amygdala that is situated in the temporal lobes, and generates and reacts to nonverbal signs of anger, avoidance, defensiveness, and fear.

**9.** The $S^2R$ Model embraces a large number of valuable techniques for assessing L2 learning strategies and assisting learners in expanding their strategy repertoire. Some of these techniques have not been included in prior published discussions of L2 learning strategies. All

of these aspects make the $S^2R$ Model different from other strategy models and an enhancement to the field of L2 learning strategies.

It is evident that Oxford's $S^2R$ Model (2011) proposes a broader perspective not only in terms of cognitive strategies but also affective and interactive strategies used in social settings. In this sense, the model seems promising with regard to providing a deeper understanding of the strategy use of L2 learners.

**Factors Affecting LLS Use**

This section points out certain factors which have potential role in terms of affecting language learning strategy use. It is obvious that numerous studies have been conducted up to now so as to reveal the relationship between the use of LLS and the factors that contribute the frequent use of L2 learning strategies (Dörnyei & Skehan, 2003; Gardner, 1995; Ehrman & Oxford, 1989, 1990; Ellis, 2008; Oxford & Nyikos, 1989; Peirce, 1995; Wenden, 1987; White, 2008). Of those factors, it has been sought out that learner's motivation, gender, proficiency level and learning style seem to have strong impact on the diverse types of strategy use of learners (Bialystok, 1981; Ehrman, 1990; Griffiths, 2003; Kaylani, 1999; Oxford & Nyikos, 1989; Peacock & Ho, 2003; Rahimi, Riazi & Saif, 2008; Yang, 2010; Yılmaz, 2010). Moreover, studies carried out by Oxford (1990) reveals that the frequency and types of learning strategy use by L2 learners can display difference regarding some factors such as consciousness level of learning strategies, phase of learning, task necessities, age, gender, cultural and mother language background, learning target, personality traits, and motivation (Salahshour, Sharifi & Salahshour, 2013). In this sense, this study aims to reveal to what extent certain individual factors such as personal traits, identity, language learning beliefs, and proficiency affect strategy use in an FLE context.

**Personality Traits**

The term personality is defined as "the complex organization of cognitions, affects, and behaviours that give direction and pattern (coherence) to the person's life" (Pervin, 1996, p. 414). Personality is also identified as a psychological notion which is supposed to have an association with the physical, biological characteristics of people by influencing how the individual involves in the social world (Mischel, Shoda & Ayduk, 2008). In this context, personality makes a difference among people; hence by shaping our understanding of the world, it directs the way people act in the real life. On the other hand, personality traits refer to "the individual characteristics that are stable over time and explain a person's behavior and psychology" (Lee, 2007, p. 19). This means that all individuals possess certain features that construct their own characters. Thus, it is possible that learners having different personalities have diverse ways of learning. From the point of language studies that have been carried out so far, extraversion and introversion dimensions, which were initially introduced to the field by Jung (1921), are the most striking ones with regard to personality (Griffiths, 2008). Eysenck & Chan (1982, p. 154) highlight these two dimensions as follows:

> Extraverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk-takers, like practical jokes and are lively and active. Conversely, introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement. (cited in Ellis, 2008, p. 673)

Extraverts are believed to be more fluent than introverts in terms of using L1 and L2 in formal and social situations as they seem less stressful and have low anxiety. (Dörnyei, 2005). On the other hand, this does not mean that they are good at listening, reading, and writing skills in spite of their developed oral communicative competence (Brown, 2007). Ehrman (2008) also underlines that introverts are among the high-level learners according to a

study she carried out. However, in terms of language learning strategy use, extroverts tend to employ social strategies to learn language as they are more likely to be outgoing and interested in communicating with others. On the other hand, introverts are more likely to use cognitive strategies (e.g. reading for pleasure) or metacognitive strategies (e.g. time management) as they seem less sociable and satisfied with spending time on their own (Griffiths, 2013).

Although numerous definitions have been put forward in order to define personality, a common theory related to personality construct has not been suggested up to now. However, The Big Five Personality Traits or the Five Factor Model (FFM), which was first sought in the 1930s and 1940s by Allport, Odbert & Cattell, and later developed by Costa & McCrae in 1985, is used to identify human personality by categorizing the personality traits into five main dimensions (Dörnyei, 2005; Merdan, 2013). The model did not embody a specific theoretical perspective but was derived from adjectives people use to describe themselves and others (John et al., 2008). The five main components of the model are Openness to experience, Conscientiousness, Extraversion-introversion, Agreeableness, and Neuroticism-Emotional stability, which construct the acronym OCEAN with the initials, and described as follows (Dörnyei, 2005):

- *Openness to experience:* High scorers are imaginative, interested, adaptable, creative, moved by art, novelty seeking, unique, and unconventional; low scorers are traditional, conservative, sensible, lacking artistic sensibilities, and efficient.

- *Conscientiousness:* High scorers are organized, careful, effective, planned, trustworthy, accountable, diligent, persistent, and self-controlled; low scorers are untrustworthy, pointless, not careful, unsystematic, not on time, idle, neglectful, and indecisive.

- *Extraversion-introversion:* High scorers are outgoing, social, energetic, self-confident, impulsive, and chatty; low scorers are inactive, calm, shy, quiet, moderate, unfriendly, and unemotional.
- *Agreeableness:* High scorers are amiable, happy, pleasant, gentle, merciful, collaborative, moderate, and open-ended; low scorers are cool, pessimistic, impolite, disagreeable, disapproving, aggressive, doubtful, unforgiving, bad-tempered, and unhelpful.
- *Neuroticism-Emotional stability:* High scorers are distressing, nervous, defenseless, unhappy, insecure, temperamental, sensitive, and insecure; low scorers are cool, stress-free, impassive, strong, restful, satisfied, peaceful, and self-righteous.

It is surprising that studies depending upon Big Five Model are somehow limited (Ellis, 2008). On the other hand, one of the limited and earliest studies with regard to this model was carried out by Verhoeven & Vermeer (2002) in the Netherlands. By developing a rating instrument consisting of 30 pairs of statements that reflect the five personality traits, they tried to find out the relationship between the personality of 241 native speaking and L2 learning children and their communicative competence. The result of the study put forwards that it is possible for extroverted learners to use strategies for the purpose of compensating for their restricted language skills. However, certain studies have recently begun to investigate the relationship between personality types and self-regulated learning strategies of language learners. In this context, in their study, Gyhasi, Yazdani & Farsani (2013) found that learners belonging to “conscientiousness” dimension as a personality trait were more likely to employ all strategies, specially managing time and study environment. Besides, extroverted students were found to employ peer learning and help-seeking strategies. Another study carried out by Babakhani (2014) revealed that except neuroticism, all four personality traits of Big Five Model- Openness to experience, Conscientiousness, Extraversion-introversion, Agreeableness- are found to have a positive relation with self-regulated learning strategies. In his study, Asmalı (2014) demonstrated that participants mostly have Agreeableness

personality trait followed by Extraversion, Intellect/Imagination, Conscientiousness, and Neuroticism/Emotional Stability. Furthermore, there were significant relationships between cognitive strategies and extraversion; agreeableness and intellect; compensation strategies and agreeableness; affective strategies and agreeableness; social strategies and agreeableness.

**Identity**

The notion of identity is viewed as "a set of essential characteristics that are unique to humans, independent of language, and unchanging across contexts" (Hall, 2012, p. 30). These characteristics involve the combination of certain factors such as nationality, culture, age, gender, etc. and it is possible that these factors have a contribution to the learner individuality (Griffiths, 2013). That is, there are numerous factors that shape learners and construct their individuality. Thus, learners are affected by their learning environment, social status, economic status, cultural background, families, etc. throughout their learning process.

Studies involving the elements of one's identity with regard to strategy use can yield different results. To illustrate, it has been investigated that learners from different nationalities can have diverse ways of learning and strategy use. One of the earliest and most outstanding research to examine the effect of nationality on strategy use was conducted by Politzer & McGroarty (1985). In this study, it was revealed that Hispanic learners use language strategies more than Asian students. Another study carried out by Bedell & Oxford (1996) highlights that whereas compensation strategies are used more frequently by Chinese students, Puerto Rican and Egyptian learners employ the moderate use of compensation strategies. Nikoopour, Farsani & Neishabouri (2011) investigated the strategies employed by Iranian EFL learners. The findings of the study showed that Iranian EFL students employ metacognitive strategies more than other strategies. Yılmaz (2010) revealed that whereas compensation strategies are used more frequently, affective strategies are employed less frequently by Turkish second language learners. On the other hand, in his study Yeşilçınar

(2014) showed that L2 learners used mostly metacognitive strategies; whereas cognitive strategies were the least preferred strategy type by L2 learners of the faculty of education in Turkey. Furthermore, Griffiths (2003) found that SILL strategies are employed more frequently by European students than their counterparts from other nationalities.

Age is also another significant factor constructing identity in terms of strategy use. In their study, Peacock & Ho (2003) found that mature students (aged 23 and over) employ a significantly higher use of four of Oxford's six strategy classifications, that is memory strategies, metacognitive strategies, affective strategies, and social strategies than did younger students. However, in her study, Griffiths (2003) revealed that age was not significantly associated with strategy use. On the other hand, Brown, Bransford, Ferrara & Campione (1983) demonstrated that older children use strategies in a task-specific way and older children and adults employ generalized strategies in a more flexible manner (cited in O'Malley & Chamot, 1990).

It is evident that gender has an influence on the choice of strategy use. In terms of gender, studies display that female learners utilize more LLS than male learners (Aslan, 2009; Božinović & Sindik, 2011; Ehrman, 1990; Kaylani, 1999; Oxford & Nyikos, 1989; Peacock & Ho, 2003; Salahshour, 2013; Yılmaz, 2010; Zeynali, 2012). However, there are studies that display no significant gender differences among overall strategy use (Abid, Daghir & Ridha, 2010; Griffiths, 2003; Nisbet, Tindall, & Arroyo, 2005; Wharton, 2000). In this context, Ellis (2008) expresses that strategies are used in a different manner by diverse populations of learners and proposes that it would be incorrect to anticipate universal good LLS.

Apart from the mentioned factors related to language learning strategy use, learning situation of learners gain importance in language studies. According to Griffiths (2013, p. 16-17), learning situation is an effective factor in terms of strategy use due to following reasons:

- It would seem to be of little use to debate the effectiveness of a strategy such as *using computers to develop grammatical accuracy* in a poor rural school where the possibility of obtaining and maintaining such expensive hi-tech equipment and software is minimal.
- Whether students are studying the target language in their own countries surrounded by those who speak their own language or whether they are in a country where the target language is spoken as the native language will clearly affect the degree to which strategies such as *watching TV in the target language to learn idioms or reading target language newspapers to expand vocabulary* are easy or even possible.
- Family and/or cultural environments are also likely to have a strong influence on the strategies which given individuals are able to choose and which may or may not be effective for them given the contexts in which their lives are conducted. A strategy such as *reading for pleasure in the target language*, for instance, is unlikely to be an option for a girl in a situation where the women of the family are not expected to be educated.

Although examples of other factors affecting strategy use of L2 learners can be enhanced, the mentioned factors are the most striking ones that have been studied up to now; hence, it would be beneficial to reveal the relationship between those factors and language learning strategy use to recognize L2 learners better and provide a more fruitful learning environment for them.

**Learner Beliefs**

Beliefs are regarded as one part of individual learner differences that are likely to have an effect on the processes and outcomes of second/foreign language learning/acquisition (SLA) (Kalaja & Barcelos, 2003). In this regard, a variety of definitions have been put forward to identify beliefs in the language context. Bernat & Gvozdenko (2005, p. 3) outline the definitions related to learner beliefs and highlight that they are defined as conceptions of learning, implicit theories, culture of learning, insights, learner assumptions, mini-theories, self-constructed representational systems (Benson & Lor, 1999; Clark, 1988; Cortazzi & Jin, 1996; Omaggio, 1978; Riley, 1980; Hosenfeld, 1978; Rust, 1994). Victori & Lockhart (1995, p. 224) also make the definition of learner beliefs as "general assumptions that students hold about themselves as learners, about factors influencing language learning, and about the nature of language learning and teaching."

As it can be inferred from the definitions above, beliefs can be regarded as the way learners think about themselves and their learning process. Thus, beliefs about language learning are seen as a part of metacognitive awareness (Flavell, 1987) that involve the whole learners together with their objectives and requirements (cited in Bernat & Gvozdenko, 2005). According to Horwitz (1999), it is crucial to be aware of learner beliefs for realizing their approaches to language learning more effectively, and their performance of learning strategies for getting better in the field of language education. In this respect, learners' beliefs can be examined in three different approaches: the normative approach, the metacognitive approach, and the contextual approach. According to the normative approach, beliefs are considered as "preconceived notions, myths or misconceptions" which can be investigated through Likert-type questionnaires such as the Beliefs About Language Learning Inventory- BALLI designed by Horwitz (1987). The metacognitive approach considers metacognitive awareness of learners' beliefs in relation to language learning as "theories in action" (Wenden, 1999) and they are measured through the semi-structured interviews by conducting the content analysis

of learner self-reports. Lastly, the contextual approach regards learners' beliefs as differing in the situation which consists of gathering various data forms and different ways of data analysis. A fourth approach can be named as metaphor analysis which involves analysing metaphors which are employed by learners to identify their learning constructs an indirect way of distinguishing beliefs (Ellis, 2008).

Certain studies revealed that LLS and learners' beliefs about language are closely related to each other. In the study performed by Yang (1999), the results displayed that there are dynamic relationships between learners' beliefs and strategy use. This study showed that there is a strong relationship between L2 learners' self-efficacy beliefs about English and learners' learning strategy use of the whole strategy categories, particularly functional practice strategies. Also, it was found that there is a relationship between learners' beliefs about the value and nature of learning spoken English and learners' formal oral-practice strategy use. Another study carried out by Chang & Shen (2005) found that learners' beliefs are strongly related to LLS. The results of their study revealed that the students mostly used metacognitive strategies, and compensation and affective strategies least. Also, they held strong motivational beliefs about English language learning. Similarly, in their study Abedini Rahimi & Zare-ee (2011) found that EFL learners holding more favorable and reasonable beliefs, generally; employ strategies more and also have higher level language proficiency. Furthermore, the results of Meshkat & Saeb's (2012) study revealed that there is a significant positive relationship between beliefs and strategy types. The strongest relationship was found between the students' metacognitive strategies and their motivation and expectations. Also, the students held strong motivational beliefs about English language learning.

Dörnyei (2005) is promising in the sense that prior research with regard to learners' beliefs about language has provided certain evidence that language learners' beliefs influence the way they manage the L2. In this respect, White (2008) suggests that good language

learners are likely to have positive beliefs about themselves as language learners and about the language they are learning. Furthermore, studies about learner beliefs have got to a point that is similar with LLS. Hence, it would be advantageous to conduct more studies related to learners' beliefs in the FLE context in order to identify L2 learners and enhance the L2 learning process in a better way.

**Proficiency**

One of the foremost reasons in an attempt to explore language strategy use was to reveal the relationship between strategies and proficiency (Takeuchi, Griffiths & Coyle, 2007). Language proficiency refers to, in general, "having sufficient command of language for a particular purpose or a measurement of how well an individual has mastered the language". (Açıkel, 2011, p. 31). Literature suggests a vast array of studies that have explored the relationship between strategy use and language proficiency and found a strong relationship between two variables (Bialystok, 1981; Griffiths, 2003; Peacock & Ho, 2003; Wharton, 2000; Yang, 2010).

Recent studies carried out on that issue also revealed that proficient L2 learners use significantly more strategies than their counterparts. Rao (2012) explored learners' use of LLS and language proficiency and found that the learners' proficiency greatly influenced LLS use. The findings of the study showed that proficient learners employ strategies more frequently than less proficient learners. Salahshour et al. (2013) examined the relationship between language learning strategy use, language proficiency level, and learner gender. The results of the study revealed that successful students utilized strategies to a greater extent. Moreover, they were found to employ more metacognitive and social strategies.

In a study conducted by Zhang (2015), it has been found that learning strategy use was significantly associated with and directly influenced students' English proficiency. Moreover, it affects their achievements in English learning not only in terms of frequency and

types of strategies used but also about the manner of their strategy use. The findings also revealed that self-regulation might affect the success of language learning.

On the basis of Turkish context, Demirel (2012) investigated LLS used by university students and aimed to reveal whether their use of learning strategies create any difference regarding gender and academic achievement. According to the findings of the study, it was noticed that the university students have an average level of LLS, and they mostly use compensation, and they merely use memory strategies. Concerning the results in terms of proficiency, it was found that as the level of the use of language strategies increases, the achievements of the students increase as well.

Özmen & Gülleroğlu (2013) explored students' LLS concerning certain factors such as gender, high school type and academic success within the scope of English courses. According to the results of the study, it was found that participants attending the Faculty of Educational Sciences utilize the whole strategy categories at a medium level, and the findings revealed that memory strategies were performed more frequently than other strategy types. Moreover, findings indicated that LLS are employed at a high level by more proficient university students.

In another study, Yağlı (2014) examined the differences between students' the self-regulated learning and achievement. The research results of the study showed that there is a meaningful relation between the achievement and self-regulation skills of the students.

It is obvious from the studies conducted concerning the relationship between LLS and proficiency demonstrate that using LLS increases learner success, and proficient learners use more LLS in their language studies. However, it is necessary to carry out more studies in order to generalize findings with regard to the relationship between LLS and proficiency.

# Chapter III

## Methodology

This chapter focuses on the methodology of the study by including the research model, the population and setting of the study and the data collection instruments, the data collection process and analysis procedures.

### Research Method

As mentioned earlier, the aim of this study is to explore the overall frequency of self-regulated L2 learning strategy use of L2 learners studying at the Department of FLE depending upon Oxford's (2011) $S^2R$ Model, and to examine the relationships between their reported self-regulated L2 learning strategy use and their personality traits, identity, beliefs about L2 learning and proficiency. In this sense, mixed methods research is implemented in the study as both quantitative and qualitative types of data are collected in order to reveal the findings of the study.

Mixed methods research is defined as "involving the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (Dörnyei, 2007, p. 163). It is well-known that quantitative data consist of examining patterns in such data using statistical methods such as height measured in inches, IQ scores, years of schooling, earnings, counts of depressive symptoms, measures of attitudes, etc.; whereas qualitative data involve small number of cases- situations, experiences, events- using data from observations, interviews, or archives that are generally not chosen using probabilistic methods (Lynch, 2013). On the other hand, mixed methods research is defined as the "third methodological movement" (Tashakkori & Teddlie, 2003, p.5) as it supports the progress of first quantitative and then qualitative research. (Creswell & Clark, 2011)

According to Creswell (2015), mixed methods research is defined as follows:

> An approach to research in the social, behavioral, and health sciences in which the investigator gathers both quantitative (close-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand research problems. (Creswell, 2015, p. 2)

Sandelowski (2003) indicates two major and conflicting purposes for combining methods: **a)** to achieve a fuller understanding of a target phenomenon, and

**b)** to verify one set of findings against the other.

This study aims to gather both quantitative and qualitative data so as to reach a deeper understanding of self-regulated L2 learning strategy use in the FLE context and justify the results of statistical analyses through the data gathered qualitatively. In this context, four instruments were employed for collecting quantitative data. Self-regulated L2 Learning Strategy Use and Beliefs about L2 Learning Scales were developed by the researcher to seek out learners' self-regulated L2 learning strategy use and beliefs about L2 learning. Moreover, personality traits were measured by ABPT which is based on Five Factor Theory, and developed by Bacanlı, İlhan & Aslan, (2007); and a questionnaire designed by the researcher, which aims to explore information about identity of the participants, was used. Furthermore, participants' university GPA were utilized for determining the proficiency level of the learners. For the qualitative phase of the study, data were gathered by means of semi-structured interviews conducted with learners who were found out using self-regulated L2 learning strategies more and less frequently than their counterparts.

**Research Design**

Many researchers have distinguished a variety of types regarding mixed methods design, and a classification of them (Cresswell, 2003; Giannakaki, 2005; Greene, Caracelli & Graham, 1989; Johnson & Onwueqbuzie, 2004; Leech & Onwuegbuzie, 2009; Morse, 2003). Greene et al. (1989, p. 259) distinguished five key theoretical purposes for implementing mixed method research designs which are regarded as most favorable in the literature as follows:

- ✓ *Triangulation* looks for confluence, validation, communication of outcome from the distinctive methods in order to increase the validity of constructs and inquiry results by counteracting or maximizing the heterogeneity of irrelevant sources of variance attributable especially to inherent method bias but also to inquirer bias, bias of substantive theory, biases of inquiry context.
- ✓ *Complementarity* looks for enrichment, improvement, representation, illumination of the outcomes from one method with the outcomes from the other method in order to increase the interpretability, meaningfulness, and validity of constructs and inquiry results both by capitalizing on inherent method strengths and counteracting inherent biases in methods and other sources.
- ✓ *Development* looks for employing the outcomes from one method to provide an improvement or notify the other method, where improvement is interpreted to involve sampling, performance and measurement decisions in order to increase the validity of constructs and inquiry results by capitalizing on inherent method strengths.
- ✓ *Initiation* looks for the invention of ambiguity and conflict, new view points of structures, the recasting of inquiries or outcomes from one method with

inquiries or results from the other method to increase the extent and depth of question results and interpretations by analyzing them from the diverse viewpoints related to diverse techniques and patterns.

- ✓ *Expansion* looks for expand the extent and variety of question through utilizing different methods for different question constituents to boost the extent of question through the most suitable choice of methods in favor of various question constituents.

Greene et al. (1989) state that a mixed methods study can be identified by having one or more than one of those five purposes. In this sense, this study bears three of the mentioned purposes. The use of both quantitative data and qualitative data through scales, questionnaires and interviews illustrates the triangulation intent as results from different perspectives would increase the validity of the constructs. In this study, the complementarity intent is illustrated by means of employing different instruments for measuring the same conceptual phenomenon, that is self-regulated L2 learning strategy use. For the development purpose, the sequential use of quantitative and qualitative methods was employed so as to select a purposive sample for conducting more in-depth interviews about self-regulated L2 strategy use after the results gathered by the quantitative data.

According to Creswell & Clark (2011, p. 64), there are four major decisions for determining an appropriate mixed methods design to employ in a study. These decisions are elaborated in a detailed way with regard to the aim of the study as follows:

**1.** *The level of interaction between the strands,*

**2.** *The relative priority of the strands,*

**3.** *The timing of the strands,*

**4.** *The procedures for mixing the strands*

The level of interaction is related to the extent to which the two strands are kept independent or interact with each other. *An independent level of interaction* emerges "when the quantitative and qualitative strands are applied so that they are independent from the other—namely, the two strands are diverse, namely quantitative and qualitative research questions, data collection, and data analysis are kept separately by the researcher"; whereas *an interactive level of interaction* emerges "when there is a direct interaction between the quantitative and qualitative strands of the study". (Creswell & Clark, 2011, p.64-65) By means of this direct interaction, quantitative and qualitative methods are mixed at separate positions during the study before the final analysis (Creswell & Clark, 2011). In this study, there is an interactive level of interaction as the researcher decided to conduct qualitative data depending on the results from quantitative data.

The relative priority of the strands means "the relative significance or weighting of the quantitative and qualitative methods for the research questions of the study. These strands are classified as equal priority, quantitative priority, and qualitative priority" (Creswell & Clark, 2011, p.65). This study utilizes a quantitative priority since a greater emphasis is placed on the quantitative methods, and the qualitative method is used in a secondary role.

The timing of the strands is associated with the temporal relationship between the two methods in a study. Timing mainly identifies the order in which the researchers perform the results from the two sets of data in a study—namely, timing relates to the entire quantitative and qualitative strands, not just data collection. Timing within mixed methods designs can be distinguished in three ways as the concurrent, sequential, or multiphase combination. *Concurrent timing* is the implementation of both the quantitative and qualitative data during a particular part of the research study. *Sequential timing* refers the application of the strands in two different points, by gathering and analysing one sort of data taking place after the collection and analysis of the other sort; whereas *multiphase combination timing* emerges when multiple points that involve sequential and/or concurrent timing are

implemented by the researcher (Creswell & Clark, 2011). This study includes sequential timing as quantitative and qualitative data were collected at distinct stages, that is qualitative data were gathered after the quantitative data collection and analysis.

Lastly, it is essential for researchers to determine the approach for mixing the two approaches within their mixed methods design. In this respect, mixing emerges at four potential stages during the process of research: "interpretation, data analysis, data collection, and design, namely- mixing during interpretation, mixing during data analysis, mixing during data collection, mixing at the level of design" (Creswell & Clark, 2011, p.66). Regarding this study, mixing emerges during data collection as the quantitative and qualitative data are mixed during the research process when the researcher gathers a second set of data. In this case, the researcher mixes by using a strategy of 'connecting' where the results of one strand construct the collection of the other type of data. This connection emerges through the results of the first strand to form the collection of data in the second strand by identifying research questions, selecting participants, and developing data collection protocols or instruments (Creswell & Clark, 2011). In this study, the results of Self-Regulated L2 Learning Strategies Use Scale led to determine to conduct semi-structured interviews for having in-depth understanding related to self-regulated L2 learning strategy use, and choosing the convenient participants for the interviews.

In brief, the research design utilized in this study is explanatory sequential mixed methods design. McCoy (2015) describes the explanatory sequential mixed methods design, and it is schematized as follows:

> In the explanatory sequential mixed methods, priority or emphasis is placed on the quantitative (QUAN) data collection and analysis. The first phase (QUAN) is followed by the qualitative data collection and analysis. The qualitative (qual) research questions, data collection, and analysis are informed by the results from the quantitative phase. (McCoy, 2015, p. 106)

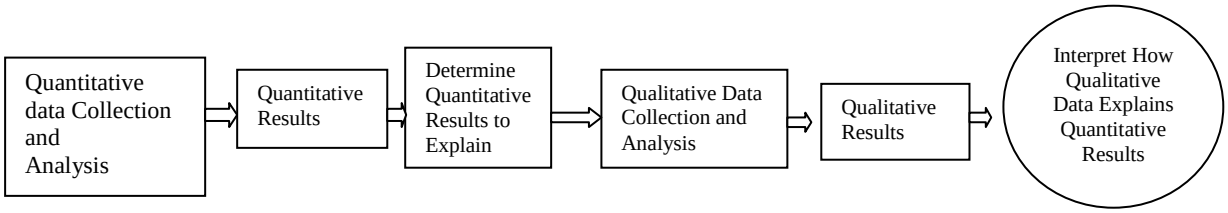


*Figure 5.* Explanatory Sequential Design (Based on Creswell & Clark, 2011)

It is believed that this design enables to explain the quantitative results that need further support with the help of the results gathered from qualitative data. Furthermore, it helps to choose appropriate participants for the study with regard to the qualitative phase (Cesur, 2012).

**Setting and Participants**

This study is carried out at Trakya University, Turkey with the participation of L2 learners attending the Department of FLE, namely- GLT and ELT Divisions in the 2014-2015 academic year. The accessible population of the study consists of participants from all 4 grades of the department (n=558), and nearly 92 % of them (n=510) participated in the study. As mentioned earlier, data were collected using quantitative and qualitative data collection instruments. Before conducting the main study, a pilot study was carried out for the development of the scales that were utilized in the study. The actual study was carried out after the scale development phases. Hence, participants in the piloting and actual phases of the study are described in different sections below.

**Participants in the Piloting of the Scales**

The participants included in the pilot phases of the scale development were based on a simple random sample of 305 L2 learners attending the Department of FLE at Trakya University. These learners were selected from all grades of the department as the representatives of the population. The number of the participants involved in the pilot study is displayed below according to their gender, departments, and grade.

Table 5.

*Distribution of the Pilot Study Participants According to Gender, Divisions, and Grade*

| | **Gender** | | | **Division** | | | **Grade** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Female** | **Male** | **Total** | **GLT** | **ELT** | **Total** | **First Year** | **Second Year** | **Third Year** | **Fourth Year** | **Total** |
| **Frequency** | 232 | 73 | 305 | 36 | 269 | 305 | 81 | 60 | 90 | 74 | 305 |
| **Percent** | 76,1 | 23,9 | 100,0 | 11,8 | 88,2 | 100,0 | 26,6 | 19,7 | 29,5 | 24,3 | 100,0 |

Table 5 displays that there were 232 females and 73 males participants. It is obvious that the number of female participants is much higher than the males. Concerning the department, 269 students from ELT division, and 36 students from GLT division participated in the piloting of the instruments. The reason for having a higher number of ELT learners is that the number of L2 learners in each division is not equal at the Department of FLE as GLT learners are less in number in comparison to ELT learners. Finally, the number of participants according to grade is approximately distributed equally as 90 learners are the third-year students, 81 learners are the first-year students, 74 learners are the fourth-year students, and 60 learners are the second-year students that participated in the study. (Appendix A)

**Participants of the Main Study**

The participants who took part in the main study were 205 L2 learners attending the Department of FLE at Trakya University. These learners did not take part in the piloting phase of the study. Table 6 demonstrates the number of the participants according to their gender, age, grade, and divisions.

Table 6.

*Distribution of the Main Study Participants According to Gender*

**Gender**

| | Frequency | Percent |
|---|---|---|
| **Female** | 156 | 76,1 |
| **Male** | 49 | 23,9 |
| **Total** | 205 | 100,0 |

Table 6 displays that out of 205 learners, 156 of them were females; whereas there were 49 males in the main study. It is evident that female learners outnumber the male learners. Thus, gender difference is not taken into consideration while determining the factors influencing strategy use.

It is demonstrated in Table 7 that nearly more than half of the learners (n=141) participated in the study are between 20-23 years old. 37 learners are aged between 24-27, and 18 learners are between 17-19 years old. Only 9 learners are 27 years old and above. It is obvious that there is not an equal distribution with regard to age factor. In this sense, the age difference is not taken into consideration in the study as well.

Table 7.

*Distribution of the Main Study Participants According to Age*

**Age**

| | Frequency | Percent |
|---|---|---|
| **17-19** | 18 | 8,8 |
| **20-23** | 141 | 68,8 |
| **24-27** | 37 | 18,0 |
| **27 and above** | 9 | 4,4 |
| **Total** | 205 | 100,0 |

Table 8 displays the distribution of the participants according to their grades.

Table 8.

*Distribution of the Main Study Participants According to Grade*

**Grade**

| | Frequency | Percent |
|---|---|---|
| **First Grade** | 32 | 15,6 |
| **Second Grade** | 59 | 28,8 |
| **Third Grade** | 58 | 28,3 |
| **Fourth Grade** | 56 | 27,3 |
| **Total** | 205 | 100,0 |

It is apparent in Table 8 that learners attending four grades of the department are approximately distributed equally concerning the number. In the main study, 59 learners are the second-year students, 58 learners are the third-year students, 56 learners are the fourth-year students, and 32 learners are the first year students that participated in the study.

Lastly, Table 9 shows the number of participants who took part in the main study according to their divisions.

Table 9.

*Distribution of the Main Study Participants According to Division*

**Division**

| | Frequency | Percent |
|---|---|---|
| **GLT** | 87 | 42,4 |
| **ELT** | 118 | 57,6 |
| **Total** | 205 | 100,0 |

It is obvious in Table 9 that 58 % of the participants (n=118) attending ELT division, and 42 % of the participants (n=87) attending GLT division involved in the main study.

For the qualitative phase of the study, 10 learners were interviewed. These learners were chosen with regard to results of the total scores they obtained from Self-Regulated L2 Learning Strategy Use Scale. In this context, 5 learners using strategies more frequently and 5 learners using strategies less frequently were determined so as to gather qualitative data by means of semi-structured interviews. Table 10 demonstrates the characteristics of these learners.

Table 10.

*Participants Chosen for Conducting Interview*

| | Gender | Division | Grade | Self-regulated L2 Learning Strategy Use Total Score |
|---|---|---|---|---|
| **Student 1** | Female | ELT | 2 | 130 |
| **Student 2** | Male | ELT | 2 | 127 |
| **Student 3** | Male | GLT | 2 | 123 |
| **Student 4** | Male | ELT | 1 | 121 |
| **Student 5** | Male | GLT | 2 | 116 |
| **Student 6** | Female | GLT | 2 | 70 |
| **Student 7** | Male | GLT | 3 | 70 |
| **Student 8** | Male | GLT | 2 | 69 |
| **Student 9** | Female | GLT | 3 | 61 |
| **Student 10** | Male | ELT | 1 | 60 |

It is evident in Table 10 that nearly all of the participants interviewed (n=7) are male learners. More than half of them (60%) attend GLT division; whereas nearly half of them (40%) are ELT students.

## Data Collection Instruments

In this study, a total of five data collection instruments were administered to the participants: a scale for self-regulated L2 learning strategy use; a scale for beliefs about L2 learning; a scale for personality traits; a questionnaire for getting information about identity; and semi-structured interviews with participants who use strategies more and less frequently.

## A Scale for Self-Regulated L2 Learning Strategy Use

### Development of the Self-Regulated L2 Learning Strategy Use Scale

According to DeVellis (2012, p.11), scales are defined as "measurement instruments that are collections of items combined into a composite score and intended to reveal levels of theoretical variables not readily observable by direct means". In this sense, the initial aim of scale development is to "create a valid measure of an underlying construct" (Herhausen, 2011, p. 35). On the other hand, it is well-known that scale development is a crucial process in which certain stages are required to be followed in order to complete the development. In this context, there are various guidelines for scale development process in the literature that suggest how to generate a practical and useful scale. (Churchill, 1979; Clark & Watson, 1995; DeVellis, 2012; Hinkin, 1998; Nunnally & Bernstein, 1994). Churchill (1979) proposes one of the most used scale development procedures, and indicates that stages of scale development process are specifying the domain of the construct, generating sample of items, data collection, purifying the measure, assessing reliability with the new data, assessing construct validity, and lastly developing norms. Another researcher DeVellis (2012) highlights more elaborated stages of scale development as determining clearly what it is you

want to measure, generating an item pool, determining the format of measurement, having the initial item pool reviewed by the experts, considering inclusion of validation items, administering items to a development scale, evaluating the items, and optimizing the scale length. On the basis of the views of scale development procedures that have been proposed so far, the following guideline is taken for granted during the scale development process in this study.

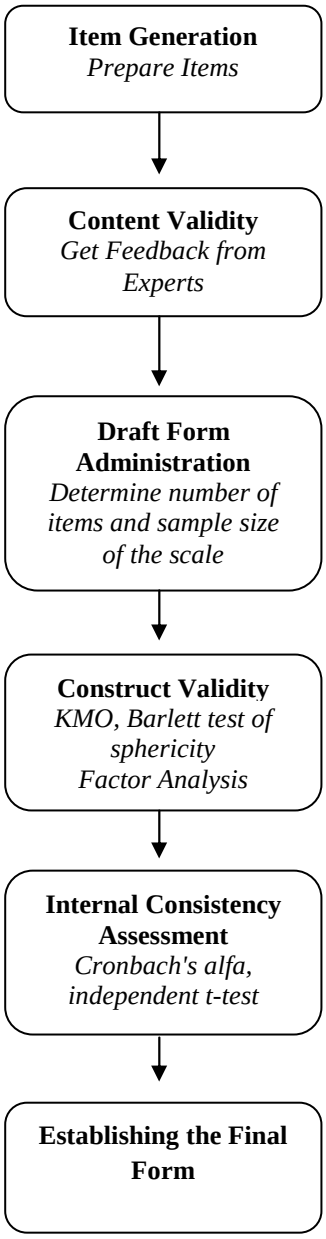


*Figure 6.* Guideline for Scale Development and Analysis of the Self-Regulated L2 Learning Strategy Use Scale

**Scale Development Procedure of the Self-Regulated L2 Learning Strategy Use Scale**

During item generation process, the items of this scale were generated basing upon Oxford's (2011) the $S^2R$ Model of Language Learning. Additionally, previous research related to LLS and self-regulated learning were examined (Cohen & Chi, 2002; Kadıoğlu, Uzuntiryaki & Aydın, 2011; Kocaman & Cumaoğlu, 2014; Nambiar, 2008; Oxford, 1989; O'Neil & Herl, 1998; Pintrich, Smith, Garcia & McKeachie, 1991; Tseng, Dörnyei & Schmidt, 2006). In the light of strategies proposed by Oxford's (2011) Model, 53 items were generated by the researcher. The statements of the scale were prepared in Turkish, namely the native language of the learners so that it would be easier for learners studying at the Department of GLT to comprehend the statements. The draft form that consists of selected statements from the item pool was submitted to 10 experts on education, measurement and evaluation, and language to discuss the content validity and linguistic comprehensibility of the statements. Through the feedback provided by the experts, there was no need to deduct any item from the scale; however certain revisions were required to be made linguistically with reference to the statements. After the revisions, the scale was presented to a group of 15 students for evaluation of comprehensibility, expediency, and responsiveness. Subsequently, the scale was ready for implementation after the feedback provided by this group.

The instrument was designed as a 4 point Likert-type scale which consisted of *"never (1), sometimes (2), usually (3),* and *always (4)"* options. There were no negative statements involved in the instrument. At the end, the scale was constructed with 53 items which was then used for analysis. Eventually, the final draft form of the scale was administered to 305 L2 learners studying at the Department of FLE. It is stated in the literature that the minimum number of 300 is regarded as a sufficient sample size in conducting factor analysis (FA) (Çokluk, Şekercioğlu & Büyüköztürk, 2014). Comrey & Lee (1992) also indicate that the sample size up to 100 entities is regarded as poor, up to 200

entities fair, up to 300 entities good, up to 500 entities very good, and up to 1000 entities excellent. Hence, the number of participants, which the draft of this scale is implemented to, is considered as "good" with regard to sample size. After the implementation of the scale, the exploratory factor analysis (EFA) was carried out for investigating the construct validity of the scale. Afterward, the goodness of fit index of the factors, which were gathered from the analysis, was tested through the confirmatory factor analysis (CFA).

Factor Analysis (FA) is commonly performed in the fields of psychology and education by researchers for the development and evaluation of test and scales. In the analyzing process, the researcher generates a large number of individual scale items and questions. By employing factor analytic techniques, these items can be refined or deduced to construct a smaller number of coherent subscales. FA can be used for reducing a great number of related variables to a more convenient number, before using them in other analyses such as multiple regression or multivariate analysis of variance as well (Anderson & Gerbing, 1984; Hu & Bentler 1999; Jöreskog & Sörbom, 1993).

There are two major approaches to FA; exploratory and confirmatory. EFA tries to discover the nature of the constructs that affect a set of responses; whereas CFA examines whether a specified a set of constructs is influencing responses in a predicted way. In this sense, the main aim of EFA is to figure out the number of common factors, which affect a group of quantities and the intensity of the relationship between each factor and each observed measure. On the other hand, CFA aims to find out the ability of a predefined factor model to fit an observed set of data (DeCoster, 1998). EFA is regarded as an efficient approach specifically at the first stages of scale development process as it enables to seek and reveal potential sources of variance and covariance of the observed measure. Information with regard to the nature of social and psychological measurement can be increased through EFAs; however these analyses can be insufficient or impractical for providing detailed information.

Hence, it is also recommended to examine the model by means of CFA after conducting exploratory techniques for revealing factor design with regard to the instrument that is planned to be administered (Çokluk et al., 2014).

## Findings of the Scale Development Procedure of Self-Regulated L2 Learning Strategy Use Scale

### EFA Results of the Self-Regulated L2 Learning Strategy Use Scale

Regarding the items in this scale, raw scores were converted to standard z values so as to determine how many standard deviations lie above or below the mean. Considering a normal distribution, participants getting z values higher than +3 and lower than -3 are regarded as extreme values (Çokluk et al., 2014). In this study, 15 participants had extreme values. Thus, they were excluded from the study, and 290 participants were taken into account for the analysis.

Before conducting EFA and CFA, Kaiser-Meyer-Olkin (KMO) and Barlett Test of Sphericity were performed primarily in an attempt to find out the appropriateness of performing FA on data. The KMO Measure of Sampling Adequacy is defined as "a ratio of the sum of squared correlations to the sum of squared correlations plus the sum of squared partial correlations (Tabachnick & Fidell, 2001, p. 589). Thus, it enables to assess sampling adequacy for conducting EFA. Kaiser (1974) indicates that an item having near 1.0 value supports a FA, and that anything less than .5 is probably not amenable to useful factor analysis (an item having the value of .90s is 'marvelous', .80s 'meritorious', .70s 'middling', .60s 'mediocre', .50s 'miserable', and below .5 'unacceptable') (Tavşancıl, 2005). KMO value of this scale was identified as .79 in this study which means that data gathered by the scale fit for FA. Barlett Test of Sphericity was employed so as to find out whether there was a relationship between the variables. By means of the results obtained from Barlett Test of

Sphericity, data set of this study was found to have a multivariate normal distribution as the chi-square test statistics was determined as significant ($\chi 2$=2558,673 $p<0.01$). Findings of KMO and Barlett Test of Sphericity reveal that data of the scale have the adequacy for FA. Results of KMO and Barlett Test of Sphericity are demonstrated in Table 11.

Table 11.

*Results of KMO and Barlett Test of Sphericity with regard to the Self-Regulated L2 Learning Strategy Use Scale*

| **KMO and Bartlett's Test of Sphericity** | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,793 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2558,673 |
| | df | 595 |
| | Sig. | ,000 |

In this study, factor loadings of items are regarded as .32 and above, and eigen value is considered as 1 and above. Moreover, it is important for items to be loaded in a single factor, and there is at least .10 point difference between the factor loadings of the items that are embedded in two factors (Büyüköztürk, 2006; Tavşancıl, 2005). According to Tabachnick & Fidell (2007), .32 is a good rule of thumb for the minimum loading of an item. For EFA, Statistical Package for the Social Sciences (SPSS) 21.0 was employed. The results of the analysis indicate that there are six domains/factors in the scale. EFA Results of Self-Regulated L2 Learning Strategy Use Scale are presented in Table 12 below.

Table 12.

*EFA Results of the Self-Regulated L2 Learning Strategy Use Scale*

| Rotated Component Matrix | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Items** | **Factor 1** | **Factor 2** | **Factor 3** | **Factor 4** | **Factor5** | **Factor 6** | ***Common Factor Variance*** |
| | ***Meta-affective Strategies*** | ***Metacognitive Strategies*** | ***Meta-SI Strategies*** | ***SI Strategies*** | ***Affective Strategies*** | ***Cognitive Strategies*** | |
| **50** | **.59** | | | | | | **.47** |
| **43** | **.57** | | | | | | **.43** |
| **42** | **.55** | | | | | | **.37** |
| **53** | **.55** | **.34** | | | | | **.48** |
| **48** | **.55** | | | | | | **.36** |
| **33** | **.53** | | | | | | **.38** |
| **40** | **.51** | | | | | | **.43** |
| **37** | **.45** | | | | | | **.25** |
| **27** | **.44** | | | | | | **.36** |
| **52** | **.44** | | | | | | **.41** |
| **5** | | **.65** | | | | | **.52** |
| **10** | | **.64** | | | | | **.56** |
| **34** | | **.58** | | | | | **.40** |
| **29** | | **.53** | | | | | **.52** |
| **4** | | **.50** | | | | | **.28** |
| **16** | | **.50** | **.34** | | | | **.47** |
| **21** | | **.47** | | | | | **.33** |
| **24** | | **.47** | | | | | **.33** |
| **12** | | **.35** | | | | | **.19** |
| **38** | | | **.66** | | | | **.50** |
| **41** | **.34** | | **.61** | | | | **.58** |
| **14** | | **.40** | **.51** | | | | **.47** |
| **36** | | | **.45** | | | | **.42** |
| **49** | | | **.45** | | | | **.41** |
| **15** | | | | **.68** | | | **.50** |
| **19** | | | | **.67** | | | **.57** |
| **31** | | | | **.58** | | | **.44** |
| **6** | | | | **.55** | | | **.32** |
| **s28** | | | | **.47** | | | **.27** |
| **s35** | | | | | **.80** | | **.69** |
| **s22** | | | | | **.74** | | **.61** |
| **s23** | | | | **.36** | **.48** | | **.44** |
| **s18** | | | | | | **.71** | **.55** |
| **s1** | | | | | | **.65** | **.48** |
| **s25** | | | **.39** | | | **.60** | **.55** |
| **Eigen value (Total: 15,31) Total Variance Explained (Total: 41,625%)** | | | | | | | |
| **KMO: .79 Barlett Test of Sphericity: ($\chi$2=2558,673 p<0.01)** | | | | | | | |
| ***Factor Loadings below .32 are not displayed in the table.** | | | | | | | |

Before performing EFA, there were totally 53 items in the instrument. After examining the initial results of EFA, it was found out that factor loadings of certain items were below .32 value. Moreover, it was observed that more than one item had higher factor

loadings value. Due to this reason, 18 items were excluded from the draft form of the scale. As a result of EFA, factor construct and rotated factor loadings determined by the Varimax vertical rotation method related to the items are presented in Table 12. Regarding the fact that factors constructing the scale are independent, the Varimax technique was used in the study as it is one of the most preferred orthogonal rotation methods which results in solutions that are easier to interpret and report in statistics (Akbulut, 2010; Özdamar, 1999; Tabachnick & Fidell, 2007; Tavşancıl, 2005).

Depending the results of EFA, the scale is composed of 35 items embedded in 6 factors, and the total variance explained is 41.625%. Factor loadings of 35 items vary from .80 to .35.

The first sub-dimension of the scale, that is "Meta-affective Strategies" involves 10 items, and their rotated factor loadings vary between .59 and .44. The eigen value of this factor is 6.41, and its individual variance explained value is 18.31%.

The second sub-dimension, "Metacognitive Strategies" incorporates 9 items, and rotated factor loadings are between .65 and .35. Iın this sub-dimension, the eigen value is 2.13, and its individual variance explained value is 6.08 %.

Meta-SI Strategies, which is the third sub-dimension of the scale, encompasses 5 items, and rotated factor loadings vary in a range of .66 and .45. The eigen value of this factor is 1.95, and its individual variance explained value is 5.58 %.

The fourth sub-dimension of the scale, "Sociocultural-Interactive Strategies" consists of 5 items, and rotated factor loadings vary between .68 and .47. The eigen value of this factor is 1.73, and its individual variance explained value is 4.93 %.

"Affective Strategies" factor, which is the fifth sub-dimension of the scale comprises 3 items, and rotated factor loadings range between .80 and .48. The eigen value of this factor is 1.70, and its individual variance explained value is 4.84 %.

The last sub-dimension is "Cognitive Strategies" which forms the sixth factor of the scale. There are 3 items related to this factor, and rotated factor loadings vary between the values .71 and .60. The eigen value of this factor is 1.40, and its individual variance explained value is 4.00 %.

**CFA Results of the Self-Regulated L2 Learning Strategy Scale**

Confirmatory Factor Analysis is employed to test the fitness of the factor construct obtained through the results of EFA. As a result of the CFA of the Self-Regulated L2 Learning Strategy Use Scale, $\chi 2/$ df ratio was evaluated by taking the Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), the Root Mean of Square of Error Approximation (RMSEA), Root Mean Square Residual (RMR), Standardized Root Mean Square Residual (SRMR), the Comparative Fit Index (CFI), the Normed Fit Index (NFI), the Non-Normed Fit Index (NNFI) and Parsimony Goodness of Fit Index (PGFI) into account. In this study, the corrected item-total correlations were analyzed in order to find out the effectiveness of the items in the scale in terms of their measured features. Subsequently, t-test was employed for figuring out the relationship between the item mean scores of top 27% and bottom 27% groups or not. For conducting CFA, LISREL 8.71 was used.

For the Self-Regulated L2 Learning Strategy Use Scale, CFA was performed for the purpose of confirming the results of EFA, which have revealed that there are 35 items grouped into six factors in the scale. As a consequence of CFA, it was out that $\chi 2/$ df ratio of the model is 2.38 ($\chi 2/$ df=1298,61/545). In larger samples, a model is regarded as "perfect" when $\chi 2/$ df ratio is below 3, and "middling" when this ratio is below 5 (Kline, 2005; Sümer,

2000). In this respect, the scale has perfect fit in terms of CFA results. On the other hand, GFI and AGFI are hypothesis testing approaches employed for fitting assessment of overidentified CFA, and more general structural equation models in order to determine the quantity of observed variance/covariance knowledge which can be constituted as a result of the hypothesized model (Mueller, 1996). GFI and AGFI range between 0 and 1, and it is generally recognized that values of .90 or greater point out well-fitting models (Hooper, Coughlan & Mullen, 2008). This study reveals findings as GFI = .80 and AGFI = .76 which mean that the model has an acceptable fit. RMSEA, which determines "how well the model would, with unknown but optimally chosen parameter values, fit the population covariance matrix if it were available" (Brown & Cudeck, 1993, p. 137-138), refers to having 'good fit' on the condition that values are less than .50; and values as high as .80 is considered as bearing reasonable errors of approximation in the population. Furthermore, according to MacCallum, Browne & Sugawara (1996), values varying between .8 and 1.0 represent 'mediocre' fit; whereas those higher than .10 indicate 'poor' fit. On the other hand, Sümer (2000) points out that RMSEA value as ≤ .08 is considered as bearing 'good fit.' This study reveals findings as RMSEA= 0.069, and this value is regarded as reasonable for the analysis. RMR refers to the square root of the average of the squared residuals. RMR values less than .80 are identified as acceptable (Browne & Cudeck, 1993), and values less than .05 are considered as ideal (Stieger, 1990). In this study, RMR has .048 value, which is interpreted as 'perfect fit' (Brown, 2006). Another criterion for assessing the fitness of the scale is SRMR, which refers to "the square root of the average squared residual in standardized metric", and provides "a measure of lack of fit in the standardized metric" (Ryu, 2008, p. 21). SRMR value of .80 or less indicates a good fit (Brown, 2006). In this study, SRMR has .073 value which represents that the model fits in a good index. CFI, NFI, and NNFI are other indeces that compare the target and null models. According to Hoyle (1995), The CFI, NFI, and NNFI values can vary from 0 to 1, with higher values representing appropriate fitness. Values above

.90 are generally regarded as satisfactory. This study reveals findings as CFI=.86, NFI=.78, NNFI=.84, which indicate the model has a satisfactory fit. Another index type, PGFI "makes a different type of adjustment to take into account model complexity" (Diamantopoulos & Siguaw, 2000, p. 87). Sümer (2000) asserts that a PGFI value closer to 1 indicates good fit, whereas value 1 refers to a perfect fit. In this study, findings reveal PGFI= .69 value, which is regarded as adequate for the model. Table 13 illustrates the goodness of fit statistics.

Table 13.

*Results of the Goodness Fit Statistics with regard to the Self-Regulated L2 Learning Use Scale*

| Goodness of Fit | Values |
|---|---|
| $\chi 2$ | 545 |
| df | 1298.61 |
| $\chi 2$/df | 2.38 |
| GFI | .80 |
| AGFI | .76 |
| CFI | .86 |
| NFI | .78 |
| NNFI | .84 |
| SRMR | .073 |
| RMR | .048 |
| RMSA | .069 |
| PGFI | .69 |

Although findings of CFA do not have the perfect fit of the whole fit indexes used in assessing the model, they are considered as adequate in terms of the acceptance of the model.

Figure 7 illustrates path diagram of the Self-Regulated L2 Learning Strategy Use Scale by means of CFA

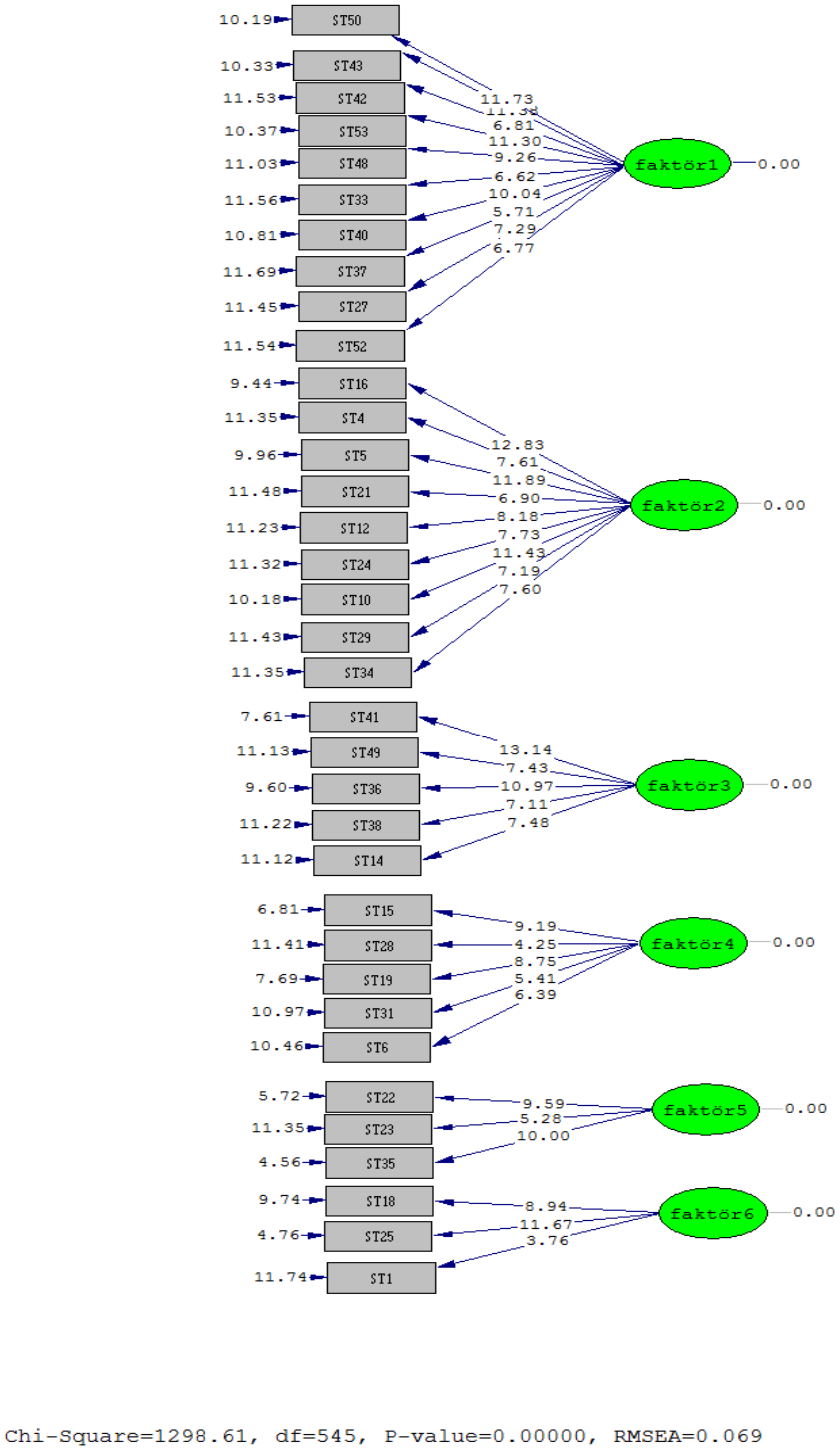


*Figure 7.* Path diagram of Self-Regulated L2 Learning Strategy Use Scale by means of CFA

Figure 7 represents t- values of the Self-Regulated L2 Learning Strategy Use Scale. t-values are figured in the arrows with regard to the cases where latent variables illustrate the observed variable. Parameter estimations are considered as significant on .05 level when t-

values are above 1.96, and significant on .01 level when t-values are above 2.56 (Çokluk et al., 2010). In this context, t-values of all items in the scale are significant on .01 level.

**Results of Internal Consistency Reliability of the Self-Regulated L2 Learning Strategy Use Scale**

In this study, Cronbach's alfa reliability coefficient, independent t-test between bottom-top 27% groups and item mean scores, and corrected item total correlations are examined for the purpose of assessing internal consistency reliability of the scale.

In this study, item analysis was performed for the calculation of independent t-test values with regard to bottom 27% and top 27% groups. Item analysis is carried out to provide the dimensionality aspect of Likert scaling technique, and to make an inference about construct validity of the scale. It also enables to distinguish whether items of the scale assess the intended traits without including unintended ones (Tavşancıl, 2010). t-test results of the items in the scale with regard to the significance between corrected item total correlations and the item mean scores of bottom 27% and top 27% groups assessed in terms of total scores are represented in Table 14. The table presents that corrected item total correlation values of items in the scale range from .44 to .76. The results of t-test of bottom 27% and top 27% groups assessed in terms of total scores reveal that the differences are significant ($p<.05$) in relation to items and factors of the scale. As a consequence of this finding, it was found that the items and factors of the Self-Regulated L2 Learning Strategy Use Scale are distinctive.

Table 14.

*Results of Correction Item Total Correlation and Independent t-test between Bottom 27% and Top 27% groups of the Self-Regulated L2 Learning Strategy Use Scale*

| Factors | Item No | Bottom 27 % Group (N=78) | Top 27 % Group (N=78) | t* | Corrected Item Total Correlation |
|---|---|---|---|---|---|
| | | $\bar{x}$ | $\bar{x}$ | | |
| Factor 1 | **50** | 2.09 | 3.32 | 12.60 | .69 |
| | **43** | 2.28 | 3.47 | 11.27 | .67 |
| | **42** | 1.97 | 3.03 | 9.75 | .57 |
| | **53** | 2.03 | 3.32 | 11.75 | .66 |
| | **48** | 2.14 | 3.29 | 10.87 | .62 |
| | **33** | 1.95 | 2.87 | 8.29 | .52 |
| | **40** | 2.05 | 3.33 | 11.17 | .63 |
| | **37** | 3.19 | 2.19 | 8.65 | .48 |
| | **27** | 2.21 | 3.54 | 11.40 | .64 |
| | **52** | 2.28 | 3.36 | 9.60 | .56 |
| Factor 2 | **5** | 2.68 | 3.71 | 11.82 | .68 |
| | **10** | 2.09 | 3.47 | 13.23 | .68 |
| | **34** | 2.45 | 3.49 | 9.85 | .60 |
| | **29** | 2.42 | 3.77 | 10.29 | .56 |
| | **4** | 2.91 | 3.67 | 8.32 | .49 |
| | **16** | 2.32 | 3.47 | 10.97 | .60 |
| | **21** | 3.21 | 3.88 | 9.21 | .51 |
| | **24** | 2.22 | 3.32 | 10.05 | .62 |
| | **12** | 2.27 | 3.28 | 9.31 | .51 |
| Factor 3 | **38** | 2.19 | 3.85 | 16.80 | .68 |
| | **41** | 1.82 | 3.41 | 15.86 | .68 |
| | **14** | 2.65 | 3.74 | 10.51 | .53 |
| | **36** | 2.60 | 3.56 | 9.18 | .52 |
| | **49** | 1.64 | 3.00 | 10.23 | .53 |
| Factor 4 | **15** | 2.10 | 3.45 | 14.40 | .67 |
| | **19** | 2.37 | 3.59 | 13.47 | .60 |
| | **31** | 2.67 | 1.49 | 10.57 | .53 |
| | **6** | 1.73 | 2.96 | 10.52 | .51 |
| | **28** | 1.83 | 3.08 | 9.53 | .44 |
| Factor 5 | **35** | 2.62 | 3.94 | 19.65 | .76 |
| | **22** | 2.58 | 3.87 | 18.40 | .72 |
| | **23** | 2.58 | 3.78 | 14.36 | .59 |
| Factor 6 | **18** | 1.65 | 3.53 | 19.20 | .63 |
| | **1** | 2.00 | 2.99 | 10.51 | .46 |
| | **25** | 1.7 | 3.37 | 15.22 | .62 |

In this study, the Cronbach's Alfa coefficient was determined to find out the reliability regarding the scale. The internal consistency coefficients of the scale are displayed in Table 15.

Table 15.

*Internal Consistency Coefficients of the Self-Regulated L2 Learning Strategy Use Scale*

| Self-Regulated L2 Learning Strategy Use Scale | Cronbach's Alfa |
|---|---|
| **1. Meta-affective Strategies** | .88 |
| **2. Metacognitive Strategies** | .85 |
| **3. Meta-SI Strategies** | .80 |
| **4. SI Strategies** | .77 |
| **5. Affective Strategies** | .83 |
| **6. Cognitive Strategies** | .73 |
| **Overall Values of the Scale** | .85 |

Reliability coefficient .70 and above is generally regarded as adequate for the reliability of test scores (Büyüköztürk, 2006). In this study, the Cronbach's Alpha internal consistency coefficient of the first sub-dimension "Meta-affective Strategies" is .88. The coefficient value of the second sub-dimension "Metacognitive Strategies" is .85, .80 for the third sub-dimension "Meta- SI Strategies", .77 for the fourth sub-dimension, .83 for the fifth sub-dimension "Affective Strategies", and .73 for the last sub-dimension "Cognitive Strategies". The overall reliability of the measurement model is established by having a Cronbach's alpha statistic of .85, which means that the model is at an acceptable level. Hence, the calculated internal consistency coefficients reveal that the scale is at a good level in terms of reliability.

As a result of conducting scale development procedure, Self-Regulated L2 Learning Strategy Use Scale was composed of 35 items grouped into 6 factors as Cognitive Strategies, Affective Strategies, SI Strategies, Metacognitive Strategies, Meta-affective Strategies, Meta-SI Strategies, which are proposed by the $S^2R$ Model (Appendix B). The total score of this scale is 140; 1 is considered as the lowest score, 70 as the medium score, and 140 as the highest one. In this sense, participants getting scores higher than 70 is regarded as high strategy users; whereas below 70 is considered as low strategy users. The classification of the scale is represented in Table 16.

Table 16.

*Classification of the Self-Regulated L2 Learning Strategy Use Scale*

| Dimension | Strategy | Basic Function | Statement | Item No |
|---|---|---|---|---|
| **Cognitive** | Using the Senses to Understand and Remember | Using the haptic (tactile/kinesthetic) senses to understand and remember | I find the new words I'm learning on the Internet to understand the context they are used in. | 1 |
| | Going Beyond the Immediate Data | Inferring | I infer about grammar structure of L2 by practicing online with the natives. | 2 |
| | Conceptualizing Broadly | Combining/ Linking Similar Things | When I have conversation with a native, I notice all the similar words used in the conversation. | 3 |
| **Affective** | Activating Supportive Emotions, Beliefs, and Attitudes | Substituting positive emotions, beliefs, and attitudes for negative ones | When I don't remember the exact words in L2 and I feel negative, I try to increase my motivation by using alternative ones. | 4 |
| | Generating and Maintaining Motivation | Increasing intrinsic motivation | When I can't find the accurate word during a conversation, I feel good by using another one at that moment. | 5 |
| | | Increasing intrinsic motivation | Using the best online dictionary for unknown words in L2 boosts my confidence. | 6 |
| ***SI*** | Interacting to Learn and Communicate | Interacting online or in person | I prefer to study L2 together with others. | 7 |
| | | Asking for explanation, clarification, verification, or repetition or asking a question nonverbally | I ask my instructor for help to understand the meaning of unknown words in a text in L2. | 8 |
| | | | I ask my friends for help to understand the meaning of unknown words in a text in L2. | 9 |
| | | | If I don't understand what the instructor is saying about the task we are going to carry out, I ask my friends to explain it to me. | 10 |
| | Overcoming Knowledge in Gaps in Communicating (in order to continue to speak, listen, and learn) | Pretending to understand (masking) | I pretend to understand so that the conversation will continue. | 11 |
| ***Meta Cognitive*** | Paying Attention to Cognition | Paying attention to cognition more broadly (floodlight, general attention) | I pay attention to the explanations during lectures. | 12 |
| | Planning for Cognition | Setting Cognitive Goals | I focus on my expectations about L2 learning. | 13 |
| | | Planning Ahead for Cognition | I set long-term goals during my L2 learning process. | 14 |
| | | | I plan for long-term objectives that are convenient for me. | 15 |
| | Monitoring Cognition | Monitoring Cognitive Performance During a Task | I check whether communication with others is necessary for my studies. | 16 |
| | Planning for Cognition | Planning Ahead for Cognition | I figure out the opportunities for using L2 after graduation. | 17 |
| | Monitoring Cognition | Monitoring by making a judgment of learning | I think whether I have done anything like this before when I am getting ready to do a task. | 18 |

| | | | | |
|---|---|---|---|---|
| | Organizing for Cognition | Organizing the Study Environment and Materials for Cognition | I organize my computer files so that I can easily find all my homework and notes in L2. | 19 |
| | Planning for Cognition | Setting Cognitive Goals | I study harder to avoid getting low marks in L2 courses. | 20 |
| ***Meta-Affective Strategies*** | Planning for Affect | Setting Affective Goals | I reward myself with an activity that motivates me after completing my work. | 21 |
| | | Planning Ahead for Affect | Before explained in lectures, trying to comprehend grammar rules of L2 from the texts I have read boosts my confidence. | 22 |
| | Monitoring Affect | Monitoring Affective State during a Task | I try not to feel bad when I make mistakes in L2. | 23 |
| | | Monitoring Use of Affective Tactics and Strategies | By guessing difficult aspects of L2 courses, I prevent to get demotivated. | 24 |
| | Orchestrating Affective Strategy Use | Orchestrating Positive Strategies and "Threat" Strategies for Motivation | I personalize my L2 studies to make them more interesting. | 25 |
| | Monitoring Affect | Monitoring Use of Affective Tactics and Strategies | When I start getting bored, it means I need to use an alternative strategy. | 26 |
| | Evaluating Affect | Evaluating Affective Progress and States | By reviewing my L2 learning strategies, I evaluate the ones that increase my motivation for the long-term. | 27 |
| | Monitoring Affect | Monitoring Affective State during a Task | I especially monitor my motivation several times after a very long study. | 28 |
| | Paying Attention to Affect | Paying Affective Attention More Sharply (flashlight, focused attention) | I feel confident by paying attention to the similar words during a conversation in L2. | 29 |
| | Evaluating Affect | Evaluating Affective Progress and States | Reviewing my performance at the end of the term makes me feel good in terms of my intended goals. | 30 |
| ***Meta-SI Strategies*** | Implementing Plans for Contexts, Communication, and Culture | Thinking about the Plan | I think about my objectives which I set for communicating with a native at an advanced level. | 31 |
| | Monitoring for Contexts, Communication, and Culture | Monitoring Cultural Understanding and Communication in Specific Contexts | I check whether I understand the conversation in L2 or not. | 32 |
| | Obtaining and Using Resources for Contexts, Communication, and Culture | Obtaining and Using Print or In-Person Resources for Context, Communication, and Culture | I imitate a native person particularly in terms of accent during a conversation. | 33 |
| | | | I imitate a native person particularly in terms of gestures during a conversation. | 34 |
| | | | I imitate how a native person communicates with the young, the old, and the opposite sex. | 35 |

## A Scale for Beliefs about L2 Learning

### Development of Beliefs about L2 Learning Scale

Beliefs about L2 Learning Scale is another instrument utilized in this study. This scale was developed by the researcher as well for revealing L2 learners' beliefs about L2 learning as the name suggests. The scale was designed according to the same procedure as Self-Regulated L2 Learning Strategy Use Scale, which was discussed in the previous section. The same guideline for scale development was followed by the researcher which is represented in Figure 6.

### Development Procedure of Beliefs about L2 Learning Scale

Before conducting the development procedure, an item pool for the scale was created on beliefs about L2 learning. The items constructing the scale were generated basing on the literature review in terms of scales. (Bacon & Finnemann, 1990; Cheng, 2001; Horwitz, 1987; Mori, 1999). As a result, 48 items were created by the researcher. The statements of the scale were also written in Turkish which is the native language of the learners so that it would be easier for learners studying at the Department of GLT to comprehend the statements. A group of ten people who are experts on education, measurement and evaluation, and language were asked to give feedback about the content validity and linguistic comprehensibility of the statements. Depending upon the feedback from the experts, no items were excluded from the scale, yet certain revisions on the statements were essential to be made linguistically. After completing the revisions, the scale was administered to a group of 15 people to check the comprehensibility, expediency, and responsiveness. Consequently, the scale was ready for the implementation after the feedback from this group.

The instrument was designed on a 5 Likert-type scale which consists of "*no idea (1), strongly disagree (2), disagree (3), agree (4), and strongly agree (5)"* options. No negative

statements were included in the scale. At the end, the scale included a total of 48 items which was afterward ready for conducting analysis. Finally, the draft form of the scale was implemented to 305 participants as the number is considered as an adequate sample size according to the literature mentioned earlier.

After the implementation of the scale, EFA was conducted so as to identify the construct validity of the scale. Subsequently, CFA was employed for assessing the fitness of the factor construct.

**Findings of the Scale Development Procedure of Beliefs about L2 Learning Scale**

**EFA Results of Beliefs about L2 Learning Scale**

In this study, raw scores were converted to z values, and participants getting z values higher than +3 and lower than -3 were considered as extreme values. In this sense, 28 participants were excluded from the study, and 277 participants were taken for granted for conducting analyses.

In order to ascertain the appropriateness of using factor analysis on data, Kaiser-Meyer-Olkin (KMO) and Barlett Test of Sphericity were employed before conducting EFA and CFA. In this study, KMO value is established as .69 which means that data set of the scale has the fitness for analysis. In an attempt to examine whether there is a relationship between the variables, Barlett Test of Sphericity is performed, and findings revealed that data set of this study had a multivariate normal distribution as the chi-square test statistics was found significant ($\chi 2=1753,558 p<0.01$). Hence, it is found that data of the scale have the adequacy for FA through findings of KMO and Barlett Test of Sphericity. Table 17 illustrates results of KMO and Barlett Test of Sphericity.

Table 17.
*Results of KMO and Barlett Test of Sphericity with regard to Beliefs about L2 Learning Scale*

| KMO and Bartlett's Test | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .687 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1753,558 |
| | df | 561 |
| | Sig. | ,000 |

In this study, factor loadings of items were regarded as .32 and above, and the eigen value was regarded as 1 and above as well. SPSS 21.0 was employed for EFA. The results of the analysis state that there are three domains/factors in the scale. EFA Results of Beliefs about L2 Learning Scale is presented in Table 18 below.

Table 18.

*EFA Results of Beliefs about L2 Learning Scale*

| Rotated Component Matrix | | | | |
|---|---|---|---|---|
| **Items** | **Factor 1** **Behavioral Beliefs** | **Factor 2** **Cognitive Beliefs** | **Factor 3** **Affective Beliefs** | ***Common Factor Variance*** |
| **16** | .61 | | | .39 |
| **25** | .57 | | | .35 |
| **8** | .56 | | | .32 |
| **18** | .55 | | | .34 |
| **37** | .54 | | | .43 |
| **2** | .48 | | | .26 |
| **3** | .48 | | | .30 |
| **7** | .47 | | | .27 |
| **24** | .42 | | | .23 |
| **15** | .41 | | | .22 |
| **23** | .41 | | | .17 |
| **6** | .35 | | | .14 |
| **46** | | .58 | | .40 |
| **44** | | .57 | | .35 |
| **43** | | .54 | | .31 |
| **41** | | .53 | | .32 |
| **45** | | .52 | | .29 |
| **31** | | .49 | | .28 |
| **42** | | .46 | | .24 |
| **47** | | .43 | | .21 |
| **33** | | .42 | | .27 |
| **39** | | .42 | | .24 |
| **36** | | .42 | | .24 |
| **48** | | .41 | | .22 |
| **40** | | .40 | | .21 |
| **11** | | | .55 | .31 |
| **9** | | | .54 | .30 |
| **26** | | | .48 | .35 |
| **13** | | | .46 | .22 |
| **14** | | | .45 | .26 |
| **38** | | | .41 | .23 |
| **21** | | | .37 | .17 |
| **10** | | | .37 | .15 |
| **29** | | | .36 | .24 |
| **Eigen value (Total: 9.226)** **Total Variance Explained (Total: 27,135%)** | | | | |
| **KMO: .69 Barlett Test of Sphericity: ($\chi$2=1753,558 p< .01)** ***Factor Loadings below .32 are not displayed in the table.** | | | | |

There were a total of 48 items in the instrument before conducting EFA. After investigating the initial results of EFA, it has been found out that factor loadings of certain items are below .32. Additionally, it has been observed that more than one item has higher factor loadings value. Due to this reason, 28 items were excluded from the draft form of the

scale. The results of EFA showed that factor construct and rotated factor loadings specified by the Varimax vertical rotation method related to the items are presented in Table 18.

As it is obvious in Table 18, the scale consists of 34 items and 3 factors as a result of EFA, and the total variance explained is 27,135%. Factor loadings of 34 items range from .61 to .35.

"Behavioral Beliefs" as the first sub-dimension of the scale includes 12 items, and their rotated factor loadings vary between .61 and .35. The eigen value of is 4.14, and individual variance explained value of this factor is 12.17%.

The second sub-dimension of the scale "Cognitive Beliefs" involves 13 items and their rotated factor loadings vary from .58 to .40. The eigen value is 3.13, and individual variance explained value of this factor is 9,19%.

"Affective Beliefs", the last sub-dimension of the scale includes 9 items and their rotated factor loadings .55 to .36. The eigen value of this factor is 3.13, and individual variance explained value of this factor is 9,19%.

**CFA Results of Beliefs about L2 Learning Scale**

Confirmatory factor analysis (CFA) was carried out to test the fitness of the factor construct gathered through the results of EFA. As a consequence of CFA of the scale, $\chi 2/$ df ratio was evaluated by taking into consideration GFI, AGFI, RMSEA, RMR, SRMR, CFI, NFI, NNFI and PGFI fitness indexes. In this study, the corrected item-total correlations were figured out so as to determine the effectiveness of the items in the scale in terms of their features which they measure. Consequently, t-test was performed for the purpose of seeking the relationship between the item mean scores of top 27% and bottom 27% groups or not. LISREL 8.71 was used for conducting CFA.

As for the Beliefs about L2 Learning Scale, CFA was employed for the purpose of confirming the results of EFA which reveals that there are 34 items grouped into three factors in the scale. As a result of the CFA, it has been found out that $\chi 2/df$ ratio of the model is 1,80 ($\chi 2/ df=944,95/524$) which indicates that the model is in perfect fit (Kline, 2005; Sümer, 2000). This study reveals findings as GFI = .83 and AGFI = .81 which mean that the model is in an acceptable fit (Hooper et al., 2008). On the other hand, RMSEA has been calculated as .054, and it indicates that the model is in good fit (Sümer, 2000). Another fit index, RMR is found as .060 that is interpreted as 'perfect' (Brown, 2006). According to findings, SRMR has .076 value (SRMR=0.076) which represents that the model fits in a good index (Brown, 2006). Other indexes such as CFI, NFI, and NNFI are found to be .79, .64, .77 respectively which refer to satisfactory fit of the model (Hoyle, 1995). Furthermore, PGFI has .73 value which is considered as adequate for the model (Sümer, 2000). The goodness of fit statistics related to Beliefs about L2 Learning Scale are shown in Table 19.

Table 19.

*Results of the Goodness Fit Statistics with regard to Beliefs about L2 Learning Scale*

| Goodness of Fit | Values |
|---|---|
| $\chi 2$ | 944.95 |
| df | 524 |
| $\chi 2/df$ | 1.80 |
| GFI | .83 |
| AGFI | .81 |
| CFI | .79 |
| NFI | .64 |
| NNFI | .77 |
| SRMR | .076 |
| RMR | .060 |
| RMSEA | .054 |
| PGFI | .73 |

Even though findings of CFA do not have the perfect fit of the whole fit indexes used in assessing the model, they are regarded as adequate with regard to the acceptance of the

model. Figure 8 represents path diagram of Beliefs about L2 Learning Scale by means of CFA.

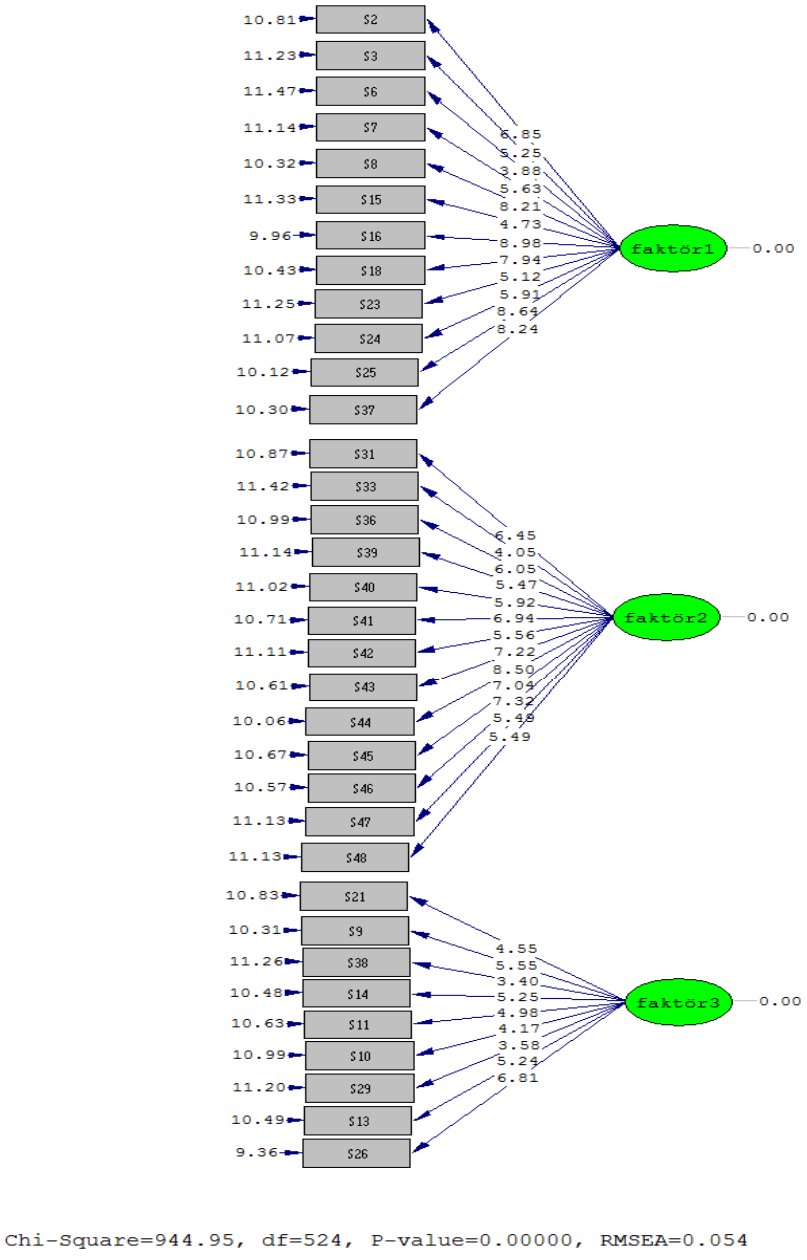


*Figure 8.* Path diagram of Beliefs about L2 Learning Scale by means of CFA.

Figure 8 displays t- values of Beliefs about L2 Learning Scale. t -values are figured in the arrows with regard to the cases where latent variables illustrate the observed variable. It is apparent that t-values of all items in the scale are significant on .01 level.

**Results of Internal Consistency Reliability of Beliefs about L2 Learning Scale**

In this study, Cronbach's alfa reliability coefficient, independent t-test between bottom-top 27% groups and item mean scores, and corrected item total correlations were investigated with the intent of establishing *internal consistency reliability of the scale.*

In this study, item analysis was performed in order to figure out independent t-test values in terms of bottom 27% and top 27% groups. T-test results of the items in the scale in terms of the significance between corrected item total correlations, and the item mean scores of bottom 27% and top 27% groups assessed concerning total scores are displayed in Table 20.

Table 20 shows that corrected item total correlation values of items in the scale range from .29 to .67. The results of t-test of bottom 27% and top 27% groups, which are figured out in terms of total scores, indicate that the differences are significant ($p<.05$) in relation to the items and factors of Beliefs about L2 Learning Scale. According to the finding, it was determined that the items and factors of this scale are distinctive.

Table 20.

*Results of Correction Item Total Correlation and Independent t-test between Bottom 27% and Top 27% groups of Beliefs about L2 Learning Scale*

| Factors | Item No | Bottom 27 % Group (N=75) | Top 27 % Group (N=75) | t* | Corrected Item Total Correlation |
|---|---|---|---|---|---|
| | | $\bar{x}$ | $\bar{x}$ | | |
| Factor 1 | **16** | 2.96 | 3.92 | 14.48 | .67 |
| | **25** | 3.16 | 3.95 | 8.48 | .55 |
| | **8** | 3.35 | 3.97 | 7.30 | .51 |
| | **18** | 3.11 | 3.97 | 8.13 | .48 |
| | **37** | 2.92 | 3.87 | 8.94 | .55 |
| | **2** | 3.37 | 3.87 | 6.11 | .50 |
| | **3** | 3.19 | 3.81 | 7.31 | .47 |
| | **7** | 3.39 | 3.96 | 7.05 | .46 |
| | **24** | 2.37 | 3.85 | 10.11 | .51 |
| | **15** | 2.81 | 3.52 | 6.20 | .40 |
| | **23** | 3.03 | 3.83 | 7.41 | .44 |
| | **6** | 3.08 | 3.77 | 5.82 | .29 |
| Factor 2 | **46** | 1.12 | 2.40 | 9.01 | .53 |
| | **44** | 1.32 | 3.03 | 11.14 | .60 |
| | **43** | 2.25 | 3.27 | 6.55 | .51 |
| | **41** | 1.29 | 2.40 | 7.95 | .54 |
| | **45** | 2.15 | 3.21 | 6.77 | .51 |
| | **31** | 1.09 | 2.39 | 8.58 | .52 |
| | **42** | 2.76 | 3.35 | 3.85 | .41 |
| | **47** | 2.19 | 3.31 | 5.86 | .42 |
| | **33** | 2.44 | 3.12 | 4.82 | .38 |
| | **39** | 1.09 | 2.04 | 7.08 | .46 |
| | **36** | 2.65 | 3.61 | 6.16 | .46 |
| | **48** | 1.97 | 3.28 | 6.97 | .43 |
| | **40** | 2.05 | 2.99 | 5.95 | .44 |
| Factor 3 | **11** | 2.25 | 3.27 | 7.44 | .47 |
| | **9** | 1.97 | 3.43 | 8.35 | .45 |
| | **26** | 2.68 | 3.73 | 7.45 | .40 |
| | **13** | 1.77 | 3.39 | 8.74 | .42 |
| | **14** | 2.43 | 3.57 | 7.42 | .45 |
| | **38** | 1.44 | 2.51 | 7.28 | .39 |
| | **21** | 2.16 | 3.28 | 7.02 | .40 |
| | **10** | 2.08 | 3.13 | 6.72 | .35 |
| | **29** | 1.52 | 2.51 | 5.93 | .36 |

In this study, the Cronbach's Alfa coefficient was calculated to find out the reliability of the scale. SPSS 21.0 was used for calculating the Cronbach's Alfa coefficient. The internal consistency coefficients of the scale are demonstrated in Table 21.

Table 21.

*Internal Consistency Coefficients of Beliefs about L2 Learning Scale*

| Beliefs about L2 Learning Scale | Cronbach's Alfa |
|---|---|
| **1. Behavioral Beliefs** | .82 |
| **2. Cognitive Beliefs** | .83 |
| **3. Affective Beliefs** | .73 |
| **Overall Values of the Scale** | .76 |

This study reveals that the Cronbach's Alpha internal consistency coefficient for the "Behavioral Beliefs" sub-dimension, which is the first sub-dimension of the scale is .82. The coefficient value of the second sub-dimension "Cognitive Beliefs" is .83, and .73 for the third sub-dimension "Affective Beliefs". The overall reliability of the measurement model is determined by having a Cronbach's alpha statistic of .76, which means that the model is at an acceptable level as reliability coefficient .70 and above is generally regarded as adequate for the reliability of test scores (Büyüköztürk, 2006). Hence, the calculated internal consistency coefficients reveal that Beliefs about L2 Learning Scale is at a good level in terms of reliability.

As a consequence of scale development procedure, Beliefs about L2 Learning Scale was constructed. This scale included 34 items grouped into 3 factors as Cognitive Beliefs, Affective Beliefs, and Behavioral Beliefs (Appendix D). The total score of this scale is 170 in which 1 is considered as the lowest score, 85 as the medium score, and 170 as the highest one. The statements of Beliefs about L2 Learning Scale are presented in Table 22.

Table 22.

*Classification of Beliefs about L2 Learning Scale*

| Dimension | Statement | Item No |
|---|---|---|
| **Cognitive Beliefs** | It is necessary for me to learn L2. | 1 |
| | In my opinion, if I don't find the right word during a conversation, an alternative one should be used. | 2 |
| | I think I have to learn another language except from the one(s) I'm learning. | 3 |
| | In my opinion, everyone learning L2 can teach that language without doubt. | 4 |
| | There are similarities between grammar structures of my native language and target language. | 5 |
| | There are differences between grammar structures of my native language and target language. | 6 |
| | In order to use language accurately, it is also necessary to know culture of that language. | 7 |
| | In my opinion, while learning L2, culture of that language is adopted as well. | 8 |
| | In my opinion, rules of first language are transferred to other languages during L2 learning. | 9 |
| | In my opinion, studying systematic increases success. | 10 |
| | In my opinion, if I am successful in language studies, I also get success in other fields. | 11 |
| | In my opinion, language is learned for following current events around the world. | 12 |
| | I think language is learned for using technology. | 13 |
| **Affective Beliefs** | I think people knowing more than one language feel more successful. | 14 |
| | I think learning L2 is a difficult process. | 15 |
| | It becomes easier to learn L2 if I get support from friends. | 16 |
| | In my opinion, having a good profession requires knowing more than one language. | 17 |
| | In my opinion, people knowing foreign language(s) have strong memories. | 18 |
| | I think it becomes easier to learn a language when there is support from lecturers. | 19 |
| | Revising a lot during L2 learning process increases my motivation. | 20 |
| | Learning language skills is more difficult than academic courses in the target language. | 21 |
| | In my opinion, speaking L2 in public is boring. | 22 |
| **Behavioral Beliefs** | It is necessary to deal with native speakers for learning L2. | 23 |
| | In my opinion, I will use language(s) that I have learnt after my graduation. | 24 |
| | People knowing L2 have more self-confidence. | 25 |
| | Improving speaking skills is important for using L2. | 26 |
| | Improving listening skills is important for using L2. | 27 |
| | Developing vocabulary is important for using L2. | 28 |
| | It is significant to use L2 in an accurate way. | 29 |
| | It is significant to use L2 in a fluent way. | 30 |
| | In my opinion, people avoid making mistakes while speaking L2. | 31 |
| | Language(s) I know will be beneficial in teaching profession. | 32 |
| | I think I will be competent in L2 after my graduation. | 33 |
| | I think language teachers are more advantageous in their careers. | 34 |

**Adjective Based Personality Test**

In this study, ABPT is used in an attempt to figure out personality traits of L2 learners attending the Department of FLE at Trakya University. This scale was developed by Bacanlı et al. (2007), and researchers were asked for permission to implement the scale. The scale was designed as a 7 point Likert-type including 40 items in the scale which are comprised of adjectives pairs. Participants were asked to choose the most appropriate adjective pairs with regard to their personality. Information regarding the reliability and validity of the scale are presented below.

**Construct Validity of ABPT**

Bacanlı et al. (2007) conducted Principal Component Analysis on the data gathered from 285 participants for assessing the construct validity of ABPT. According to the predictions of Scree Plot graphic, the instrument was forced to be embedded in 5 factors, and Direct Oblimin rotation was conducted. As a result of the analysis, total variance explained of ABPT was found as 52.63 % (Table 22). Extraversion sub-dimension is composed of 9 items, and has factor loadings ranging from .568 to .790. The total variance explained of this dimension is 23.20%. Accordingly, Agreeableness sub-dimension included 9 items having factor loadings varying from .778 to .605, and total variance explained is 10.45 %. Factor loadings of Conscientiousness sub-dimension change from .861 to .665 having 7 items, and total variance explained is 9.15 %. Neuroticism-Emotional stability sub-dimension consists of 7 items having factor loadings ranging from .719 to .367, and total variance explained is 5.26 %. Finally, the last sub-dimension, Openness to experience has factor loadings ranging from .793 to .491, and total variance explained is 4.56 %. As Table 23 displays, factors of Extraversion sub-dimension is also embedded in Openness to experience dimension. This situation can be interpreted as resulting from the medium level relationship between each

dimension (Table 23). All in all, it is evident that factor loadings of the dimensions are above the acceptable level, and total variance explained is at a satisfactory level.

Table 23.
*Construct Matrix of ABPT*

| ITEMS | Extraversion | Agreeableness | Conscientiousness | Neuroticism-Emotional stability | Openness to experience |
|---|---|---|---|---|---|
| 1. Unobstrusive | **.790** | | | | .419 |
| 2. Quiet | **.758** | | | | .368 |
| 3.Staying in the background | **.743** | | | | .442 |
| 4. Ineffective | **.738** | | .337 | | .392 |
| 5. Lazy | **.722** | | | | |
| 6. Dull | **.718** | | | | .463 |
| 7. Noteless | **.696** | | | | .443 |
| 8. Joyless | **.605** | -.443 | | | .354 |
| 9. Lonely | **.568** | | | | |
| 10. Merciless | | **-.778** | | | |
| 11. Disobedient | | **-.711** | | -.374 | |
| 12. Intolerant | | **-.702** | .408 | | .319 |
| 13.Selfish | | **-.693** | .475 | | |
| 14. Indifferent | | **-.675** | .349 | | .332 |
| 15.Revengeful | | **-.664** | | | |
| 16. Arrogant | | **-.628** | .356 | | |
| 17. Stubborn | | **-.605** | | -.478 | |
| 18. Competitive | | **-.583** | | | |
| 19. Undisciplined | | | **.861** | | |
| 20. Irresponsible | | | **.797** | | |
| 21. Unprepared | | | **.794** | | |
| 22. Effortless | | | **.771** | | |
| 23. Careless | | | **.695** | | |
| 24. Untidy | | -.316 | **.690** | | |
| 25. Unambitious | | | **.655** | | |
| 26. Patient | | | | **.719** | |
| 27. Relaxed | | | | **.700** | |
| 28. Calm | | .434 | | **.668** | |
| 29. Optimistic | -.329 | | | **.659** | |
| 30. Easygoing | | | | **.651** | |
| 31. Peaceful | | | | **.368** | |
| 32. Steady | -.327 | | | **.367** | |
| 33. Having narrow interest | .397 | | | | **.793** |
| 34. Ordinary | .353 | | | | **.669** |
| 35. Uninterested | | | | | **.661** |
| 36.Narrowminded | .316 | | | | **.612** |
| 37. Close to new relationships | .418 | | | | **.605** |
| 38.Literal-minded | | | | | **.602** |
| 39.Uninterested in art | | | | | **.514** |
| 40. Conservative | | | | | **.491** |
| **Total Variance Explained** | 23.202 | 10.454 | 9.155 | 5.260 | 4.567 |
| **Total** | 23.202 | 33.656 | 42.811 | 48.071 | 52.638 |

## Concurrent Validity of ABPT

In order to determine the concurrent validity of ABPT, Sociotrophy scale, Reaction to Conflicts Scale, Negative-Positive Emotion Scale, and Trait Anxiety Inventory were performed by Bacanlı et al. (2007). As a result, it was revealed that dimensions of ABPT have a medium level and significant relationship with the scales employed for concurrent validity, which indicates important findings in terms of concurrent validity. The results are displayed in Table 24.

Table 24.
*Relationship Between APBT and Other Scales*

| Dimensions | NPES-PE | NPES-NE | TAI | RCS-B | RCS-PS | RCS-F | RCS-T | SOS-S |
|---|---|---|---|---|---|---|---|---|
| **Neuroticism-Emotional stability** | -.27* | .58** | .53** | -.28* | -.25 | .03 | -.24 | .34* |
| **Extraversion** | .54** | -.41** | -.39** | .04 | -.02 | .07 | .04 | .43** |
| **Openness to experience** | .55** | -.26* | -.07 | .27* | .08 | .12 | .21 | .09 |
| **Agreeableness** | .13 | -.27* | .11 | .42** | .22 | .32* | .41** | -.01 |
| **Conscientiousness** | .48** | -.26* | -.09 | .33* | .30* | .15 | .34** | .41** |
| *N* | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 56 |

*p<.05, **p<.01

**PS. NPES-PE,** Negative-Positive Emotion Scale-Positive Emotion; **NPES-NE,** Negative-Positive Emotion Scale- Negative Emotion; **TAI,** Trait Anxiety Inventory; **RCS-B,** Reaction to Conflicts Scale-Bargain; **RCS-PS,** Reaction to Conflicts Scale- Problem Solving; **RCS-F,** Reaction to Conflicts Scale-Fight; **RCS-T,** Reaction to Conflicts Scale- Total Score; **SOS-S,** Sociotrophy Scale- Sociotrophy

## Reliability of ABPT

Data gathered from 285 participants were used to calculate the reliability of ABPT. Subsequently, test-retest method was performed to 90 participants within 2-week internal. As a result, it was found that the internal consistency coefficients of dimensions related to APBT range from .73 and .89. Moreover, findings regarding test-retest method revealed that Agreeableness sub-dimension has the highest reliability (r=.86, p<.01), whereas Openness to Experience sub-dimension has the lowest (r=.68, p<.01) relation. Consequently, the fact that

internal consistency coefficients are above .70 is an indicator of the reliability of ABPT as shown in Table 25 (Bacanlı et al., 2009).

Table 25.
*Total Item Correlations, Internal Consistency Coefficients and Test-retest Correlation Coefficients*

| Dimensions | Item Number | Total Item Correlations (N=285) | α (N=285) | rtt (N=90) |
|---|---|---|---|---|
| **Neuroticism-Emotional stability** | 9 | .26-.55 | .73 | .85** |
| **Extraversion** | 9 | .44-.75 | .89 | .85** |
| **Openness to experience** | 7 | .33-.68 | .80 | .68** |
| **Agreeableness** | 7 | .45-.69 | .87 | .86** |
| **Conscientiousness** | 8 | .53-.79 | .88 | .71** |
| **PS. **p<.01** | | | | |

## Identity Knowledge Questionnaire

The questionnaire used in the study was designed by the researcher with the help of an expert on statistics so as to figure out identity features of L2 learners.

A questionnaire is defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers" (Brown, 2001, p.6). The crucial part of scientific research is to seek out answers to questions in a systematic and disciplined way; thus, the questionnaire has been regarded as one of the most favorite data collection instruments administered in the social sciences, for its popularity bases upon being relatively effortless to design, highly multifaceted and exclusively being able to collect a great deal of information rapidly in an instantly processible form (Dörnyei, 2007). Hence, in this study, it was thought that administering a questionnaire on L2 learners would be helpful for gathering information related to identity features of the participants.

There are a total of 18 statements including 3 statements with open-ended items, and 15 statements with close-ended items in the questionnaire. The instrument consists of open-ended statements in an attempt to get information about their names, and professions of their parents. On the other hand, 11 close-ended items are multiple choice question type which were designed in order to obtain information about respondents' certain demographic characteristics such as their age, gender, place of birth, department, grade, type of high school graduated, educational background of their parents, number of sisters/brothers, the place they have lived before university education, income of their parents, number of language(s) they speak. Of those 15 questions, 4 statements are "yes/no" questions in which the respondents are asked to answer whether their family members speak a foreign language, FL is spoken at their home, they think they had good education before university, and whether they take part in a social activity at the university or not (Appendix F). Before conducting the questionnaire, experts on education, measurement and evaluation, and language were asked to give feedback about the linguistic comprehensibility of the statements. Moreover, it was piloted to 50 students for checking the comprehensibility. Consequently, some minor revisions were made to the wording for the sake of clarity. The statements of the questionnaire were prepared in the native language of the participants -Turkish so as to avoid any possible misunderstandings related to the statements.

**Semi-structured Interviews**

Interview is another instrument performed in this study in an attempt to gather qualitative data. According to Patton (1990, p. 278), "the purpose of interviewing is to find out what is in or on someone else's mind, not to put things in someone's mind but to access the perspective of the person being interviewed". Therefore, in this study, it is assumed that conducting interview would be enlightening in terms of both supporting the quantitative data and having detailed information about more or less frequent use of self-regulated L2 learning

strategies. Before carrying out the interview, 6 questions were prepared by the researcher so as to have a profound understanding about self-regulated L2 learning strategy use. The interview is semi-structured type as it is intended to have a general idea of how the interview is unfolded with even a set of prepared questions. However, these questions are regarded as a point of departure for the interview, and the interview is not restricted by them. As the interview unfolds, topics and issues rather than pre-set questions determine the direction (Nunan & Bailey, 2009). Therefore, the researcher elicited and enriched data by allowing participants to expand and elaborate their responses by means of predetermined questions. The interview questions were designed by taking into consideration the research questions of the study; so they mainly focused on self-regulated L2 learning strategy use of learners. Experts on assessment and evaluation, and education were asked to give feedback about the interview questions. After implementing the necessary revisions suggested by the experts, three students were piloted for the interview, and certain questions were revised in order to provide comprehensibility (Appendix H). The interview was conducted in the native language of the learners -Turkish so that participants do not feel any hesitation during the interview process while relating their responses. The interviews were carried out face-to- face, and the participants' responses were tape-recorded by the researcher.

**Data Collection**

As mentioned earlier, data for this study were gathered quantitatively and qualitatively from a scale for self-regulated L2 learning strategy use; a scale for beliefs about L2 learning; a scale for personality traits; a questionnaire for getting information about identity; university GPA, and semi-structured interviews with participants who use strategies more and less frequently. In November, 2014, the study started with the development procedure of two scales which were administered to 305 participants attending the Department of FLE at Trakya University. The implementation of the scales lasted for 30 minutes, and the researcher actively took part in the process in case of any clarification of the misunderstandings related to the scales, or items. Moreover, the questionnaire with regard to identity knowledge was piloted with 50 participants at the department. Following the pilot implementation and minor adjustments to the wording, four instruments constructing the quantitative phase of the study -that is, Self-regulated L2 Learning Strategy Use Scale; Beliefs about L2 Learning Scale; ABPT, and the questionnaire for getting information about identity were administered to remaining 205 participants.

After gathering quantitative data, more and less frequent strategy users from the participants were determined so as to conduct interviews for the qualitative phase of the study. Therefore, semi-structured interviews were conducted with 10 participants- 5 of them who are determined as more frequent strategy users and 5 of them as less frequent strategy users. The interviews were carried out in the native language of the participants- Turkish. Each interview lasted approximately for 20-30 minutes. The interviews were recorded basing on the consent given by the participants. In this study, qualitative data are expected to shed light on the findings of quantitative data by providing profound information about self-regulated L2 learning strategy use. The timeline of the data collection procedures is presented in Table 26.

Table 26.
*Timeline of the Data Collection Procedure*

| METHOD | INSTRUMENTS | PARTICIPANTS | DATA ANALYSIS | DATE |
|---|---|---|---|---|
| Quantitative | Piloting Self-Regulated L2 Learning Strategy Use Scale | FLE learners at Trakya University (N=305) | FA, Item Analysis, Reliability and Validity Analyses | Fall semester of 2014-2015 Academic Year (November 17-24, 2014) |
| Quantitative | Piloting Beliefs about Language Learning Scale | FLE learners at Trakya University (N=305) | FA, Item Analysis, Reliability and Validity Analyses | Fall semester of 2014-2015 Academic Year (November 17-24, 2014) |
| Quantitative | Piloting Identity Knowledge Questionnaire | FLE learners at Trakya University (N=50) | Descriptive Statistics | Fall semester of 2014-2015 Academic Year (November 17-24, 2014) |
| Quantitative | Self-Regulated L2 Learning Strategy Use Scale | FLE learners at Trakya University (N=205) | Stepwise Multiple Regression | Spring semester of 2014-2015 Academic Year (April 13-24, 2015) |
| Quantitative | Beliefs about Language Learning Scale | FLE learners at Trakya University (N=205) | Stepwise Multiple Regression | Spring semester of 2014-2015 Academic Year (April, 13-24 2015) |
| Quantitative | ABPT | FLE learners at Trakya University (N=205) | Stepwise Multiple Regression | Spring semester of 2014-2015 Academic Year (April 13-24, 2015) |
| Quantitative | Identity Questionnaire | FLE learners at Trakya University (N=205) | Stepwise Multiple Regression | Spring semester of 2014-2015 Academic Year (April 13-24, 2015) |
| Qualitative | Semi-structured Interviews | FLE learners at Trakya University (N=10) | Descriptive Analysis | Spring semester of 2014-2015 Academic Year (May 14-22, 2015) |

In addition to quantitative and qualitative data of this study, participants' university GPA were taken for granted in order to determine their proficiency level.

## Data Analysis

As mentioned earlier, this study involves both quantitative and qualitative data types. The quantitative data collection phase of the study includes two parts; scale development procedure and figuring out the relationship between the use of self-regulated L2 learning strategies and beliefs about L2 learning beliefs, personality traits, identity, and proficiency which are assumed as factors influencing strategy use. On the other hand, qualitative data were collected from semi-structured interviews conducted with participants getting high and low total scores from the self-regulated L2 Learning Use Scale.

### Quantitative Data Analysis

To implement scale development procedure, FA was conducted for the purpose of describing a group of observed variables into a smaller group of factors and managing a meaningful interpretation of the observed variables through the factor. In this sense, of FA types, EFA was conducted so as to discover the nature of the constructs influencing a set of responses. On the other hand, the other FA type, CFA assesses whether a specified set of constructs is influencing responses in a predicted way or not (DeCoster, 1998). As a consequence of the analysis, of 205 participants, 7 participants were excluded from the study since they are considered as extreme values (N=198). For the significance level, .05 was taken for granted in this study. For conducting EFA and CFA, SPSS 21.0 and LISREL 8.71 were used in this study.

With regard to the first three research question of the study, frequency distribution was figured out to identify the frequency of the main self-regulated L2 learning strategies used by the participants of the study, their personality traits, and beliefs about L2 learning.

Correlation analysis is performed in order to "look at the two variables and evaluate the strength and direction of their relationship or association with each other" (Dörnyei, 2007, p. 223). In this context, correlation analysis was used in this study to find out the relationship

between the outcome variable, that is self-regulated L2 learning strategies, and the predictor variables- namely learners' beliefs about L2 learning, personality traits, identity, and proficiency. Hence, the rest of four research questions of the study were analyzed by stepwise multiple regression analysis. Stepwise multiple regression analysis is employed for "identifying how far and to what extent the independent variables are contributing to the dependent variable'" (Reddy & Sujathamalini, 2006, p. 140). In this study, stepwise multiple regression analysis was carried out to identify the factors that are related to self-regulated L2 learning strategies. As the self-regulated L2 learning strategies scale was examined under six sub-dimensions, multiple regression analysis was carried out separately for the scores obtained from each sub-dimension. Of the predictor variables, it has been found that factor scores of Beliefs about L2 Learning and ABPT scales have an equal distance, and they are considered as continuous variables. On the other hand, all variables except "type of high school graduated" variable, which is related to identity scale, are obtained at hierarchical level. In this context, "type of high school graduated" variable is a discrete variable at nominal scale. In some cases, predictor variables can be identified at the nominal scale related to outcome variables during regression analysis. Hence, a new artificial variable is constructed, which is called "dummy" variable, and generated as -1 of the level number (G-1) by excluding one of its levels of the categorical variable in the analysis. The fact that one of these new variables has a significant relationship with outcome variable can be interpreted as related predictor variable has a relationship with the outcome variable (Büyüköztürk, 2006). In this study, "type of high school graduated" variable is included in multiple regression analysis as "dummy variable". Type of high school is examined in five categories as general high school, Anatolian high school, science high school, vocational-technical high school and other high school types. Additionally, other high school category is coded as "0" and determined as dummy variable. Moreover, certain assumptions are required for multiple

regression to acquire valid findings. The assumptions regarding the multiple regression analysis of this study are clarified in the following section.

**Assumptions of Multiple Regression Analysis**

**Results related to Assumption of Normality**

One of the assumptions of multiple regression analysis is that scores of outcome variables have normal distributions (Tabachnick & Fidell, 2007; Büyüköztürk, 2006). Results related to this assumption are presented in Table 27.

Skewness and Kurtosis coefficients have the value of zero in standard normal distribution, and values between -1 and +1 indicate that distribution is close to normal (Mertler & Vannatta, 2005). Table 27 demonstrates that skewness and kurtosis coefficients of sub-dimensions with regard to the scale range between -1 and +1 which indicate that scores are close to normal distribution.

Table 27.
*Skewness and Kurtosis Values regarding Scores*

| | N | skewness | Kurtosis |
|---|---|---|---|
| **scognitive** | 198 | ,276 | -,334 |
| **saffective** | 198 | -,241 | -,629 |
| **ssocio** | 198 | ,230 | ,007 |
| **smetacognitive** | 198 | -,361 | ,354 |
| **smetaaffective** | 198 | -,093 | ,082 |
| **smetasocio** | 198 | ,245 | -,434 |
| **pneuroticism** | 198 | ,328 | -,307 |
| **pextraversion** | 198 | -,229 | -,475 |
| **popennesstoexperience** | 198 | -,560 | ,031 |
| **pagreeableness** | 198 | -,569 | -,131 |
| **pconscientiousness** | 198 | -,341 | -,515 |
| **bcognitive** | 198 | -,211 | -,010 |
| **baffective** | 198 | -,719 | ,672 |
| **bbehavioral** | 198 | -,878 | ,819 |
| **GPA** | 198 | -,645 | -,223 |

**Results related to Assumption of Linearity**

Multiple regression analysis has two other requirements: **a.** outcome and predictor variables should have a linear relation ship, **b.** predictor variables should not have a multi-collinearity problem. (Özdamar, 1999; Tabachnick & Fidell, 2001) The graphics related to normality assumption is presented in Figure 9. The figure displays that there is a linear relationship between outcome variable and predictor variables.

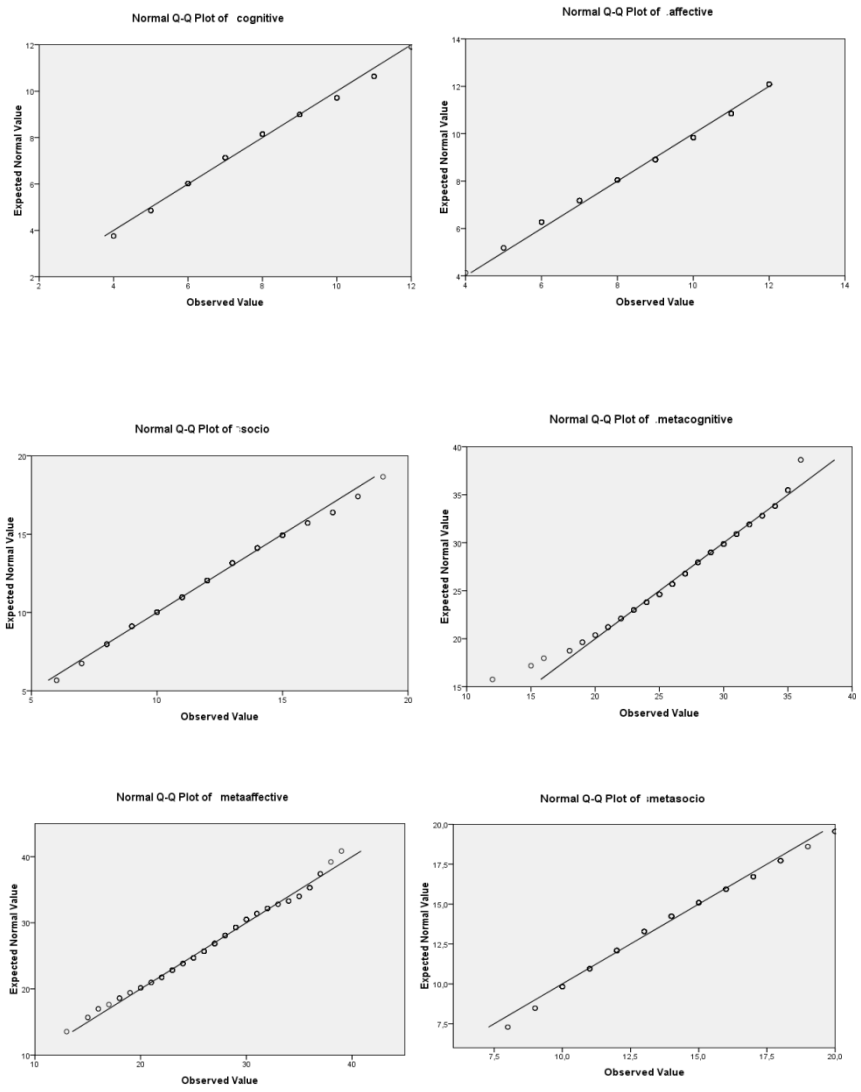


*Figure 9.* Graphics related to linearity assumptions

Apart from examining the simple correlation values between the variables, variance inflation factors (VIF), tolerance values and condition index (CI) can be identified in order to

determine whether there is a multi-collinearity problem between the variables. (Field, 2005; Mertler & Vannata, 2005)

Tolerance value, VIF, and CI of the variables were examined to determine whether there is a multicollinearity problem between the predictor variables or not. Table 28 demonstrates the multicollinearity values of variables in each sub-dimension of the Self-Regulated L2 Learning Strategy Use Scale.

Table 28.
*Multicollinearity Values of Variables in Each Sub-dimension of the Self-Regulated L2 Learning Strategy Use Scale*

| | Tolerance | VIF | Condition Index (CIF) |
|---|---|---|---|
| **(Constant)** | | | 1.000 |
| **placeofbirth** | .701 | 1.427 | 1.095 |
| **highschool1** | .157 | 6.354 | 1.156 |
| **highschool2** | .150 | 6.687 | 1.269 |
| **highschool3** | .416 | 2.403 | 1.327 |
| **highschool4** | .486 | 2.058 | 1.421 |
| **department** | .473 | 2.114 | 1.493 |
| **spokenlanguage** | .753 | 1.327 | 1.540 |
| **numberoflanguage** | .622 | 1.608 | 1.553 |
| **socialactivity** | .862 | 1.160 | 1.662 |
| **age** | .693 | 1.444 | 1.663 |
| **mothereducation** | .684 | 1.462 | 1.696 |
| **fathereducation** | .662 | 1.511 | 1.823 |
| **numberofsisters/brothers** | .843 | 1.187 | 1.836 |
| **livinginbiggerdistrict/citybeforeuniversity** | .754 | 1.327 | 1.929 |
| **income** | .747 | 1.338 | 2.079 |
| **pneuroticism** | .811 | 1.233 | 2.169 |
| **pextraversion** | .607 | 1.647 | 2.216 |
| **popennesstoexperience** | .613 | 1.631 | 2.262 |
| **pagreeableness** | .709 | 1.411 | 2.399 |
| **pconscientiousness** | .731 | 1.369 | 2.456 |
| **bcognitive** | .639 | 1.565 | 2.566 |
| **baffective** | .465 | 2.150 | 2.895 |
| **bbehavioral** | .709 | 1.410 | 3.377 |
| **GPA** | .668 | 1.497 | 6.437 |

The consideration of the Multicollinearity Values of Variables in each sub-dimension of the Scale shows that all of the tolerance values are higher than 0.10. According to Field (2005) and Vannatta (2005), tolerance values higher than 0.10 indicate that there is no multicollinearity problem among the variables. Albayrak (2005) points out that (VIF) values higher than 10 signify the occurrence of multicollinearity problem. In this study, the values of

variables are lower than 10. Finally, it is observed that CI has lower values. CI value lower than 10 means indicates that multicollinearity problem is at a low level. In this sense, there is no multicollinearity between the predictor variables. The significance of the statistics gathered from the study is based upon minimum 0.05 level.

**Qualitative Data Analysis**

As for the qualitative phase of the study, semi-structured interviews were analysed using descriptive analysis. Descriptive analysis is one of the qualitative data analysis types which includes summarizing and interpreting data in terms of predetermined themes gathered through various data collection techniques. The main aim of descriptive analysis is to present summarized and interpreted data to the reader (Yıldırım & Şimşek, 2008). Descriptive analysis has four stages. At the first stage, the researcher determines themes of data by constructing a framework for data analysis on the basis of research questions, or theoretical framework of the study or dimensions with regard to interviews and observations. Secondly, data are transcribed and interpreted within the scope of constructed framework. It is important to gather data in a meaningful and reasonable way (Yıldırım & Şimşek, 2008). In this context, data collected from FLE learners were designed and presented as part of theoretical framework and research questions of the study by classifying them in themes. Moreover, they were transcribed and interpreted. Thirdly, the researcher identifies the transcribed data and can apply direct quotations if necessary (Yıldırım & Şimşek, 2008). In this study, learners' views about self-regulated L2 learning strategy use were identified. In addition, views considered as important and descriptive were quoted directly. Lastly, the researcher interprets, associates and makes sense of the findings of data. At this stage, the researcher explains the cause and effect relationship and makes comparisons between different facts if necessary (Yıldırım & Şimşek, 2008). In this study, learners' views about self-regulated L2 learning strategy use were explained and interpreted by making associations with each other.

Moreover, the names of the participants were kept confidential by using code names such as S1, S2, S3, etc.

# Chapter IV

## Findings & Interpretations

This section presents the results of the data analyses of the research. Firstly, quantitative results of the study will be presented and discussed with regard to research questions mentioned earlier. Later, qualitative data will be presented in order to support the results obtained quantitatively.

### Results

The results of the research study are presented mainly in two parts as the results of the quantitative data, and the results gathered from semi-structured interviews qualitatively.

### Results of the Quantitative Data

In this study, the frequency distribution was identified to determine the types of self-regulated L2 learning strategy use, beliefs about L2 learning, and personality traits of the participants. On the other hand, in order to find out the influence of self-regulated L2 learning strategies on certain variables such as beliefs about L2 learning, personality traits, identity, and proficiency of participants, stepwise multiple regression analysis was performed in this study.

### Findings with regard to Types of Self-regulated L2 Learning Strategies

On the basis of the findings obtained from statistic analysis on items, types of self-regulated L2 learning strategies were identified and displayed in Table 29.

Table 29.
*Frequency Distribution of the Self-regulated L2 Learning Strategy Use*

| Strategies | Never | | Sometimes | | Usually | | Always | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | % | Mean | % | Mean | % | Mean | % | Mean | % |
| *Affective Strategies* | 8,00 | 4,04 | 43,00 | 21,72 | 79,67 | 40,24 | 67,33 | 34,00 | 198 | 100 |
| *Metacognitive Strategies* | 14,33 | 7,24 | 40,33 | 20,37 | 78,33 | 39,56 | 65,00 | 32,83 | 198 | 100 |
| *Meta SI Strategies* | 18,66 | 9,43 | 60,67 | 30,64 | 65,67 | 33,16 | 53,00 | 26,77 | 198 | 100 |
| *Meta-affective Strategies* | 9,33 | 4,71 | 63,67 | 32,16 | 84,67 | 42,76 | 40,33 | 20,37 | 198 | 100 |
| *SI Strategies* | 19,33 | 9,76 | 77,33 | 39,06 | 68,67 | 34,68 | 32,67 | 16,50 | 198 | 100 |
| *Cognitive Strategies* | 19,67 | 9,94 | 74,33 | 37,54 | 74,33 | 37,54 | 29,67 | 14,98 | 198 | 100 |

Basing upon the self-regulated L2 learning strategy use of the learners, Table 29 demonstrates that Affective Strategies (34 %) are the most common strategy type used by the participants followed by Metacognitive Strategies (33%), Meta SI Strategies (27 %), and Meta-affective Strategies (20 %); while Cognitive strategies (15 %) ranked as the least used followed by SI Strategies (17%). More specially, it is apparent that all the participants asserted a higher preference for Affective, Metacognitive, and Meta SI Strategies and a lower preference for Meta-affective, SI, and Cognitive Strategies.

**Findings with regard to Types of Personality Traits**

Depending upon the findings of statistics analysis on items, participants' personality traits are identified. Table 30 presents the frequency rate of participants' personality traits within the scope of five main personality dimensions.

Table 30.
*Frequency Distribution of Participants' Personality Traits*

| | **Personality Traits** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Agreeableness** | | **Openness to experience** | | **Conscientiousness** | | **Extraversion** | | **Neuroticism-Emotional stability** | |
| | **Mean** | **%** | **Mean** | **%** | **Mean** | **%** | **Mean** | **%** | **Mean** | **%** |
| **1** | 7,89 | 3,98 | 3,25 | 1,64 | 4,14 | 2,09 | 5,22 | 2,64 | 37,57 | 18,98 |
| **2** | 7,22 | 3,65 | 6,38 | 3,22 | 7,00 | 3,54 | 9,44 | 4,77 | 46,57 | 23,52 |
| **3** | 10,56 | 5,33 | 8,62 | 4,36 | 12,29 | 6,20 | 16,44 | 8,30 | 28,00 | 14,14 |
| **4** | 21,11 | 10,66 | 25,62 | 12,94 | 28,86 | 14,57 | 34,44 | 17,40 | 28,43 | 14,36 |
| **5** | 21,00 | 10,61 | 31,50 | 15,91 | 35,86 | 18,11 | 37,00 | 18,69 | 25,57 | 12,92 |
| **6** | 60,89 | 30,75 | 53,38 | 26,96 | 58,28 | 29,44 | 49,56 | 25,02 | 18,72 | 9,45 |
| **7** | 69,33 | 35,02 | 69,25 | 34,97 | 51,57 | 26,05 | 45,90 | 23,18 | 13,14 | 6,63 |
| **Total** | 198 | 100 | 198 | 100 | 198 | 100 | 198 | 100 | 198 | 100 |

It is evident in Table 30 that participants of the research study have the personality of agreeableness (35,02 %) in general, followed by openness to experience (34,98 %). However, of the five dimensions, findings reveal that participants have lower levels of conscientiousness (26%), extraversion (23%) and neuroticism-emotional stability (7%) personality traits.

**Findings with regard to Beliefs about L2 Learning**

Regarding the findings of the statistical analysis of items, the frequency rate of learners' beliefs about L2 learning are distinguished, and findings are displayed in Table 31.

Table 31.
*Frequency Distribution of Learners' Beliefs about L2 Learning*

| | Beliefs about L2 learning | | | | | |
|---|---|---|---|---|---|---|
| | Behavioral Beliefs | | Affective Beliefs | | Cognitive Beliefs | |
| | Mean | % | Mean | % | Mean | % |
| **No Idea** | 5,99 | 3,02 | 12,89 | 6,51 | 9,62 | 4,86 |
| **Strongly Disagree** | 2,08 | 1,05 | 14,05 | 7,10 | 14,69 | 7,42 |
| **Disagree** | 9,32 | 4,71 | 41,10 | 20,76 | 39,23 | 19,81 |
| **Agree** | 82,57 | 41,70 | 82,44 | 41,64 | 83,77 | 42,31 |
| **Strongly Agree** | 98,04 | 49,52 | 47,52 | 23,99 | 50,69 | 25,60 |
| **Total** | 198 | 100 | 198 | 100 | 198 | 100 |

It is obvious that most of the participants (91%) prefer to hold behavioral beliefs about L2 learning. Furthermore, more than half of them (68%) possess cognitive beliefs, and 66% of the participants state that they have affective beliefs about L2 learning.

**Results of Stepwise Multiple Regression Analysis**

In this study, all predictor variables (personality traits such as Neuroticism-Emotional stability, Extraversion, Openness to experience, Agreeableness, Conscientiousness; cognitive, affective, behavioral beliefs about L2 learning; place of birth, type of high school, division, foreign language(s) spoken at home, number of languages known, social activities engaged, age, mother/ father educational background, number of sisters/ brothers, place lived before university, income) are included in stepwise multiple regression analysis for seeking out the factors that influence whether there is a relationship between each sub-dimension of Self-Regulated L2 Learning Strategy Use Scale and predictor variables. Findings of the analysis are presented respectively below.

Table 32.
*Results of Multiple Regression Analysis with regard to Cognitive Strategies Sub-dimension of the Self-Regulated L2 Learning Strategy Use Scale*

| | B | β | t | P | Partial r | Part r |
|---|---|---|---|---|---|---|
| (Constant) | 7.747 | | 67.757 | .000 | | |
| Openness to Experience. $X_1$ | .316 | .186 | 2.697 | .008 | .190 | .182 |
| Lived in bigger places. $X_2$ | .304 | .179 | 2.635 | .009 | .186 | .178 |
| Behavioral. $X_3$ | .289 | .171 | 2.488 | .014 | .176 | .168 |

$R^2$=.115 $F_{(3;194)}$=8.392 p=.000

Cognitive=7.747 + .316 ($X_1$) +.304 ($X_2$)+ .289 ($X_3$)

Results of multiple regression analysis indicate that there is a significant relationship between three variables and cognitive strategies sub-dimension of the Self-Regulated L2 Learning Strategy Use Scale. Moreover, the analysis explains approximately 12% of the total variance together with these three variables considering cognitive strategies score. ($R^2$=.115; p<.01). On the basis of standardized regression coefficients, the relative significance of three variables on outcome variable is ranked as openness to experience personality trait, living in a bigger place before university, and behavioral beliefs about L2 learning. Considering the partial and binary correlation coefficients, of three variables having a relationship with cognitive strategies, the variable that has the highest relationship is openness to experience personality trait (r=0.190); whereas the variable that has the lowest relationship is behavioral beliefs about L2 learning (r=.176). On the basis of the correlation values between two variables regarding the other variables, r=0.182 was found for openness to experience personality trait, and r=0.168 for behavioral beliefs about L2 learning.

Consequently, participants who have openness to experience personality trait, lived in bigger places before attending university and hold cognitive beliefs about L2 learning have higher cognitive strategies sub-dimension scores than other participants.

Table 33.
*Results of Multiple Regression Analysis with regard to Affective Strategies Sub-dimension with regard to Self-Regulated L2 Learning Strategy Use Scale*

| | B | β | t | P | Partial r | Part r |
|---|---|---|---|---|---|---|
| (Constant) | 9.121 | | 77.346 | .000 | | |
| behavioral. $X_1$ | .484 | .273 | 4.054 | .000 | .279 | .271 |
| department. $X_2$ | .357 | .202 | 2.992 | .003 | .210 | .200 |
| $R^2$=.130 $F_{(2;195)}$=14.552 p=.000 | | | | | | |
| Affective=9.121+ .484 ($X_1$) +.357 ($X_2$) | | | | | | |

According to the results of multiple regression analysis, there is a significant relationship among two variables and affective strategies sub-dimension of Self-Regulated L2 Learning Strategy Use Scale. Furthermore, the analysis explains approximately 13 % of the total variance regarding these two variables and affective strategies sub-dimension ($R^2$=.130; p<.01). Standardized regression coefficients reveal that the relative significance of two variables on outcome variable is ranked as behavioral beliefs about L2 learning and ELT students. The partial and binary correlation coefficients of two variables with regard to affective strategies sub-dimension of the scale demonstrate that the variable having the highest relationship with affective strategies sub-dimension is behavioral beliefs about L2 learning (r=0.279); whereas the variable that has the lowest relationship is GLT Division (r=0.210). Considering the correlation values between two variables and the other variables, it was revealed as r=0.271 for behavioral beliefs about L2 learning and r=0.200 for GLT Division. In conclusion, participants who hold behavioral beliefs about L2 learning, and attend GLT division have higher affective strategies sub-dimension scores than other participants.

Table 34.
*Results of Multiple Regression Analysis with regard to SI Strategies Sub-dimension with regard to Self-Regulated L2 Learning Strategy Use Scale*

| | B | β | t | P | Partial r | Part r |
|---|---|---|---|---|---|---|
| (Constant) | 11.960 | | 70.770 | .000 | | |
| cognitive. $X_1$ | .674 | .273 | 3.976 | .000 | .279 | .271 |
| $R^2$=.075 $F_{(1;196)}$=15.807 p=.000 | | | | | | |
| Socio=11.960+ .674 ($X_1$) | | | | | | |

Table 34 shows that there is a significant relationship between only one variable and SI Strategies sub-dimension scores of Self-Regulated L2 Learning Strategy Use Scale. Additionally, the analysis explains approximately 8 % of the total variance regarding this variable and SI Strategies sub-dimension ($R^2$=.075; p<.01). Standardized regression coefficients display that the relative significance of this variable on outcome variable is ranked as cognitive beliefs about L2 learning. In terms of the partial and binary correlation coefficients with regard to SI Strategies sub-dimension of the scale, cognitive beliefs about L2 learning has the highest relationship with SI Strategies sub-dimension (r=0.271). To conclude, participants who hold cognitive beliefs about L2 learning have higher SI Strategies scores than the other participants.

Table 35.
*Results of Multiple Regression Analysis with regard to Metacognitive Strategies Sub-dimension with regard to Self-Regulated L2 Learning Strategy Use Scale*

| | B | β | t | P | Partial r | Part r |
|---|---|---|---|---|---|---|
| (Constant) | 27.753 | | 111.020 | .000 | | |
| conscientiousness. $X_1$ | 1.671 | .404 | 6.532 | .000 | .425 | .396 |
| behavioral. $X_2$ | 1.036 | .250 | 4.108 | .000 | .283 | .249 |
| GPA. $X_3$ | .565 | .137 | 2.205 | .029 | .156 | .134 |
| $R^2$=.288 $F_{(3;194)}$=26.148 p=.000 | | | | | | |
| *meta cognitive* =27.753 + 1.671 ($X_1$) +1.036 ($X_2$)+ .565 ($X_3$) | | | | | | |

Multiple regression analysis presents that there is a significant relationship among three variables and Metacognitive Strategies sub-dimension of the Self-Regulated L2 Learning Strategy Use Scale. In addition, the analysis explains approximately 29 % the total variance with regard to these three variables when metacognitive strategies score is considered. ($R^2$=.288; p<.01) Findings of standardized regression coefficients point out that the relative significance of three variables on outcome variable is ranked as conscientiousness personality trait, behavioral beliefs about L2 learning, and participants' content knowledge course GPA. On the other hand, results of the partial and binary correlation coefficients show that of the three variables that have a relationship with metacognitive strategies, the variable that has the highest relationship is conscientiousness personality trait (r=0.425); whereas the variable that has the lowest relationship is participants' university GPA (r=0.156). In terms of the correlation values between two variables and the other variables, the value r=0.396 was found for conscientiousness personality trait, and r=0.134 for participants' GPA.

As a conclusion, participants who have conscientiousness personality trait, hold behavioral beliefs about L2 learning and get higher GPA have more metacognitive strategies sub-dimension scores.

Table 36.
*Results of Multiple Regression Analysis with regard to Meta-affective Strategies Sub-dimension with regard to Self-Regulated L2 Learning Strategy Use Scale*

| | B | β | t | P | Partial r | Part r |
|---|---|---|---|---|---|---|
| (Constant) | 27.217 | | 87.591 | .000 | | |
| extraversion. $X_1$ | 1.176 | .237 | 3.647 | .000 | .254 | .229 |
| conscientiousness. $X_2$ | 1.227 | .248 | 3.832 | .000 | .266 | .241 |
| behavioral. $X_3$ | 1.077 | .218 | 3.423 | .001 | .239 | .215 |
| income. $X_4$ | .647 | .131 | 2.075 | .039 | .148 | .130 |

$R^2$=.237 $F_{(3;193)}$=26.148 p=.000

*meta affective* =27. 217 + 1.176 ($X_1$) +1.227 ($X_2$)+ 1.077 ($X_3$) + .647($X_4$)

Results of multiple regression analysis point out that there is a significant relationship between four variables and Meta-affective Strategies sub-dimension of the Self-Regulated L2 Learning Strategy Use Scale. Furthermore, the analysis explains approximately 24 % the total variance with regard to these three variables considering metacognitive strategies score. ($R^2$=.237; p<.01). Results of standardized regression coefficients reveal that the relative significance of four variables on outcome variable is ranked as extraversion personality trait, conscientiousness personality trait, behavioral beliefs about L2 learning, and income status of the participants' parents. According to results of the partial and binary correlation coefficients, of four variables having relationship with meta-affective strategies, while the variable that has the highest relationship is extraversion personality trait (r=0.254); whereas the variable that has the lowest relationship is income status of the participants' parents (r=0.148). On the basis of the correlation values between two variables and other variables, r=0.229 was found for extraversion personality trait, and r=0.130 for income status of the participants' parents.

Eventually, it was found that participants who have extraversion and conscientiousness personality traits, hold behavioral beliefs about L2 learning, and have parents with higher income status have more meta-affective strategies scores than other participants.

Table 37.
*Results of Multiple Regression Analysis with regard to Meta SCI Strategies Sub-dimension with regard to Self-Regulated L2 Learning Strategy Use Scale*

| | B | β | t | P | Partial r | Part r |
|---|---|---|---|---|---|---|
| (Constant) | 14.207 | | 80.049 | .000 | | |
| behavioral. $X_1$ | .756 | .282 | 4.184 | .000 | .287 | .278 |
| openness to experience. $X_2$ | .528 | .197 | 2.922 | .004 | .205 | .194 |
| $R^2$=.138 $F_{(2;195)}$=13.581 p=.000 | | | | | | |
| *meta socio* =14.207+ .756 ($X_1$) +.528 ($X_2$) | | | | | | |

Multiple regression analysis demonstrates that there is a significant relationship between two variables and Meta SCI Strategies sub-dimension of the Self-Regulated L2 Learning Strategy Use Scale. Besides, the analysis explains approximately 14 % of the total variance with regard to these three variables considering meta SCI strategies score. ($R^2$=.138; p<.01). In terms of standardized regression coefficients, the relative significance of these two variables on outcome variable is ranked as behavioral beliefs about L2 learning and openness to experience personality trait. Basing upon the partial and binary correlation coefficients, of two variables having a relationship with meta SCI strategies, the variable that has the highest relationship is behavioral beliefs about L2 learning (r=0.287); whereas the variable that has the lowest relationship is openness to experience personality trait (r=0.205). In terms of the correlation values between two variables and other variables, r=0.278 was found for beliefs about L2 learning and r=0.194 for openness to experience personality trait.

Ultimately, it was found that participants who hold behavioral beliefs about L2 learning, and have openness to experience personality trait have higher meta SCI strategies sub-dimension scores than other participants.

According to the results of t-test with regard to the significance of regression coefficients obtained from the results of regression analysis in terms of six sub-dimensions of the Self-Regulated L2 Learning Strategy Use Scale, all variables are found to be significant in

accordance with 0.05 level. Furthermore, according to the results of variance analysis with regard to the significance of regression models constructed for each sub-dimension, models are found to be significant. ($F_{(3;194)}$=8.392; $F_{(2;195)}$=14.552; $F_{(1;196)}$=15.807; $F_{(3;194)}$=26.148; $F_{(3;193)}$=26.148; $F_{(2;195)}$=13.581; p<.01).

**Results of Qualitative Data**

In this study, semi-structured interviews were analysed through descriptive analysis. Findings are presented through the responses given by learners who are determined as more frequent and less frequent strategy users, and they are grouped in 6 themes in the light of theoretical framework and research questions of the study.

Tablo 38.
*Themes*

| |
|---|
| Difficulties during L2 learning process |
| How to overcome difficulties during L2 learning process |
| Self-Regulated L2 Learning Strategy Use |
| Factors Affecting Self-Regulated L2 Learning Strategy Use |
| The Advantages of Using Self-Regulated L2 Learning Strategies |
| Being a Good Language Learner |

Themes displayed in Table 38 are presented in accordance with the theoretical framework, research questions and interview questions of the study. Responses given by the more frequent and less frequent strategy users are grouped and distinguished in two parts. Subsequently, they are demonstrated in tables and interpreted by the direct quotations of the participants.

**Findings in relation to Difficulties during L2 Learning Process**

The interview question regarding this dimension is: "What difficulties do you experience in L2 Learning?"

Statements considering views of more frequent and less frequent strategy users are grouped and displayed in Tables 39 and 40. Subsequently, direct quotations of participants are presented.

Table 39.
*Views of More Frequent Strategy Users on Difficulties during L2 Learning Process*

| |
|---|
| Problem with Vocabulary Knowledge |
| Adapting Different Methods Applied by the Instructors |

It is obvious in Table 39 that learners, who are determined as more frequent strategy users, asserted that the main difficulties they face during L2 learning process are having insufficient vocabulary knowledge and having confusion about different methods applied by their instructors.

Of more frequent strategy users, direct quotations of the participants coded as S2 and S4 show that they face problems triggered by vocabulary knowledge:

> S2: *I think I have difficulty if I don't know the meaning of words in a conversation. If you don't understand the words or terms when someone explains or says something, I feel suspended. Moreover, I think I have a problem with the pronunciation of certain words...I have such kind of problems during L2 learning process.*

> S4: *When I especially study for new vocabulary items, and if I haven't used these words before as I have just learnt them, I have difficulty in remembering them. This is the most difficult case for me during L2 learning process.*

Direct quotations of the participants indicating that they have difficulties in adapting different methods applied by their instructors are presented with codes S1 and S3 as follows:

> S1: *When I think about the education system at the university, I realize that some of my instructors have different points of views about teaching methods; some of them apply their views; whereas the others just have a perspective, but insist on implementing traditional teaching methods. For this reason, I feel confused in determining whose perspective is the right one, and which methodology I should use...*

> S3: *I usually have a problem with the methods used by my instructors. Because every instructor has his/her own methods, and these methods may not appeal to the students. For this reason, I have a problem with this case.*

Table 40.
*Views of Less Frequent Strategy Users on Difficulties during L2 Learning Process*

| Problem due to Insufficient Vocabulary Knowledge |
|---|

Considering the problem caused by insufficient vocabulary knowledge, nearly all of the less frequent strategy users stated that they encounter problems triggered by insufficient vocabulary knowledge during the L2 learning process. Direct quotations of participants using less frequent strategies are presented as follows with the codes S6 and S7:

> S6: *I learn German as a foreign language, some words are very long. My instructors are sometimes speaking very fast, or their accents may be different. I also have difficulty in comprehending some reflective verbs or pair verbs. It is also difficult for me to understand collocations. So, I have problems in memorizing them.*

> *S7: When I come across unknown words, I always look up the dictionary for their meanings. As my vocabulary knowledge is not comprehensive enough, I have problems when I express myself. This is my problem during L2 learning process.*

In the light of the statements of both more and less frequent strategy users, it is apparent that participants' common problem regarding difficulties encountered during the L2 learning process is their insufficient vocabulary knowledge. Moreover, participants using

more frequent strategies expressed that they have difficulty in adapting themselves to diverse methods applied by their instructors during the courses.

**Findings in relation to Overcoming Difficulties during L2 Learning Process**

The interview question regarding this dimension is: "How do you deal with your problems in L2 learning process?"

Statements on views of more and less frequent strategy users are grouped and displayed in Tables 41 and 42.

Table 41.
*Views of More Frequent Strategy Users on Overcoming Difficulties in L2 Learning Process*

| |
|---|
| Studying Individually |
| Studying Systematic |
| Using New Knowledge in Real Life |
| Getting Support from Instructors and/or Friends |

Table 41 displays that more frequent strategy users deal with their problems by studying individually, studying systematic, using the new knowledge in real life, and getting support from instructors or friends.

The participant coded as S2 indicated that by studying individually, he overcomes his problem in L2 learning process. Direct quotation of his statement is given as follows:

> S2: *When I have difficulty in L2 learning process, I study harder individually to overcome my problems. I study at home in order to solve my problem.*

S5 expressed that studying systematically helps to overcome her problem in L2 learning process. The statements of S5 are given below:

> S5: *I plan and think about the ways of making the learning process easier. So, I try to develop strategies in terms of learning. Besides, I organize myself in the social life. I make a schedule and carry out my activities according to this program. I also make plans in my learning process. Before starting to study, I think about what to do and when to actualize my plans. So, studying systematic helps me to overcome my problems.*

The participant coded as S4 stated that using new knowledge in real life helps to overcome his problem in L2 learning process. In this sense, the statements of the participant are presented as follows:

> S4: *I try to use new things I learn in my real life. I can only visualize my knowledge in that way. This makes my process easier. We should actualize what we learn.*

Direct quotation of the participant coded as S3 states that getting support from instructors or friends is an efficient way of overcoming his problem in L2 learning process. As he stated:

> *S3: To overcome this problem, I get in contact with my instructors or my friends; so I comprehend better by getting help from them.*

Table 42.
*Views of Less Frequent Strategy Users on Overcoming Difficulties in L2 Learning Process*

| |
|---|
| Memorizing |
| Revising |
| Summarizing |

On the basis of overcoming difficulties in L2 learning process, less frequent strategy users asserted that they prefer memorizing, revising, and summarizing.

The participant coded as S9 pointed out that memorizing helps her to overcome difficulties in L2 learning process:

> S9: *I go home and revise the new words, I memorize, and rewrite them...*

It is apparent from the direct quotation of the participant coded as S7 that revising helps him to overcome his problem:

> S7: *I usually revise the terms I don't understand. I indicate the other speaker that I do not understand and use gestures in order not to break the conversation.*

The participant coded as S8 asserted that summarizing is a way of helping him to overcome difficulties in L2 learning process:

S8: *I should attend lectures, and listen to my instructors carefully. I should summarize after I listen to explanations of my instructors, and I should regularly study.*

The statements of both more and less frequent strategy users indicate that strategy learners using more frequent strategies solve their problems in terms of L2 learning process by studying individually, studying systematic, using the new knowledge in real life, and getting support from instructors or friends. On the other hand, learners using less frequent strategies overcome their problems through memorizing, revising, and summarizing.

**Findings in relation to Self-Regulated L2 Learning Strategy Use**

The interview question regarding this dimension is: "Do you think that you use self-regulated L2 learning strategies?"

Statements on views of more and less frequent strategy users are grouped and displayed with regard to self-regulated L2 learning strategy use in Tables 43 and 44.

Table 43.
*Views of More Frequent Strategy Users on Self-Regulated L2 Learning Strategies*

| |
|---|
| Affective Strategies |
| Metacognitive Strategies |
| Meta-affective Strategies |
| Meta SI Strategies |
| SI Strategies |
| Cognitive Strategies |

More frequent strategy users stated that they prefer to use affective strategies, metacognitive strategies, meta-affective strategies, meta SI strategies, SI strategies, and cognitive strategies.

Participant coded as S2 expresses his choice of strategy type as follows:

> S2: *I use strategies while studying. Especially, I use meta-affective strategies and metacognitive strategies, I try to listen carefully during lectures. Sometimes I use cognitive strategies...*

Direct quotation of participant coded as S1 related to strategy use is as follows:

> S1: *I use strategies for my studies. I generate strategies on my own. For example, I study step by step, slowly...While I am learning a new subject, I also try to check the previous ones. I particularly pay attention to what my instructors explain during lectures. I underline the important parts, even highlight them to attract my attention. I sometimes listen to relaxing music. In short, I choose type of strategies according to my needs. When I get bored with listening to music while studying, I give up immediately and try another strategy according to my mood. Even if for relaxing, I do not usually use the same strategy. So, I use metacognitive strategies, cognitive strategies, affective strategies...*

The choice of strategy type expressed by the participant coded as S4 is as follows:

> S4: *I think I mostly use SI strategies and meta SI strategies. Because I learn better when I interact with other people.*

Table 44.
*Views of Less Frequent Strategy Users on Self-Regulated L2 Learning Strategies*

| |
|---|
| Affective Strategies |
| Metacognitive Strategies |
| Meta SI Strategies |
| SI Strategies |
| Cognitive Strategies |

Less frequent strategy users stated that they use meta-affective, affective strategies, meta cognitive strategies, meta SI strategies, SI strategies,and cognitive strategies.

Direct quotation of participant coded as S8 related to strategy use is as follows:

> S8: *I absolutely use affective strategies as I try not to get demotivated while speaking a foreign language. I am not afraid of making mistakes, because I have self-confidence, making mistakes is a natural process. It does not matter to me when someone makes a mistake while using a language. I use cognitive strategies as well. I give myself tasks such memorizing 20 words, or sometimes 50 words per day. I also use affective strategies. I listen to classical music before studying. This makes me feel relaxed.*

Participant coded as S6 stated her choice of strategy type as follows:

> S6: *I rewrite the new words for learning better, so I use cognitive strategies for learning. I usually listen to music while studying, I mean I employ affective strategies. I start to study for subjects that attract my attention. For this reason, I use metacognitive strategies.*

The choice of strategy type asserted by the participant coded as S10 is as follows:

> S10: *I learn a foreign language a lot from computer games, I look for the meanings of unknown words that I come across in the computer games. When I come across a word, and if I have looked for its meaning before, I easily comprehend that word. I practice with foreign people when I play computer games; this also makes me learn better.*

It is obvious from the statements of the participant that he prefers using SI strategies and meta SI strategies while learning L2.

The overall statements of the participants indicate that they usually employ self-regulated L2 learning strategies during their L2 learning process. Moreover, it is evident that both more frequent and less frequent strategy users use nearly all six dimensions of self-regulated strategies proposed by $S^2R$ Model.

**Findings in relation to Factors Affecting Self-Regulated L2 Learning Strategy Use**

The interview question regarding this dimension is: "What are the factors that influence you to use self-regulatory L2 learning strategies?"

Statements on views of more and less frequent strategy users are grouped and displayed with regard to factors affecting self-regulated L2 learning strategy use in Tables 45 and 46.

Table 45.
*Views of More Frequent Strategy Users on Factors Affecting Self-Regulated L2 Learning Strategy Use*

| Personality |
| --- |
| Experience about Strategies |

More frequent strategy users affirm that personality and experience are factors that affect their use of self-regulated L2 learning strategies.

S2 and S5 state that personality is a factor that influences their choice of employing strategies. The statements of S2 and S5 are given below:

> S2: *I think my personality is a factor that influences my strategy choice. For example, I am an organized person, my mother as well. My mother plans and organizes her work like me. I even think that my horoscope has an effect on strategy use. I am Virgo, an organized horoscope. So, I study in an organized and systematic way, and this affects my choice of strategies."*

> S5: *"I myself is the factor affecting strategy use. I am a social person; I like getting in contact with people, communicating with people both in my mother tongue and foreign language.*

Participants coded as S1 and S3 indicate that experience is the factor for their choice of strategy use:

> S1: *I have used strategies and realized that I learn better through strategies. For this reason, I prefer using them.*

S3: *"I determine which strategies I should use according to my experiences. When I notice that they are useful in my learning process, I continue using them.*

Table 46.
*Views of Less Frequent Strategy Users on Factors Affecting Self-Regulated L2 Learning Strategy Use*

| |
|---|
| Need for Actualising Knowledge |
| Need for Visualising Knowledge |

As for views of less frequent strategy users, needs for actualising knowledge and visualising knowledge are important factors that affect the use of L2 learning strategies.

Participant coded as S9 thinks that need for actualising is a factor in using strategies:

S9: *I need to actualise what I learn at courses. So, using strategies makes me learn better and enables my knowledge to become permanent. I mean, I do not easily forget what I learn if I employ strategies.*

According to participant coded as S10, need for visualising knowledge is a factor in using strategies:

S10: *I do not memorize words in a foreign language at once as the language is different. For this reason, I need to visualize what I learn, I need to revise. This affects me in using strategies.*

Regarding the views of more and less frequent strategy users, it can be inferred that according to more frequent users personality and experience are considered as important factors in strategy use; whereas less frequent users state that they perform strategies as they need to actualise and visualise their knowledge to improve their language learning.

**Findings in relation to the Advantages of Using Self-Regulated L2 Learning Strategies**

The interview question regarding this dimension is: "Do you think that it is useful to use self-regulated L2 learning strategies in L2 learning ?"

Statements on views of more and less frequent strategy users are grouped and displayed in relation to the advantages of using self-regulated L2 learning strategies in Tables 47 and 48.

Table 47.
*Views of More Frequent Strategy Users on the Advantages of Using Self-Regulated L2 Learning Strategies*

| |
|---|
| It makes learning more enjoyable |
| It improves language learning |
| It increases motivation |

More frequent strategy users imply that using strategies makes learning more enjoyable, helps to facilitate learning, and increase motivation.

Participant coded as S5 thinks that using strategies makes learning more enjoyable:

> S5: *I think all students have one target in the education process, that is learning. For this reason, every student has his/her own learning method. When the students choose the right strategy for themselves, learning process becomes more fruitful.*

The advantages of using self-regulated L2 learning strategies expressed by the participant coded as S1 are given as follows:

> S1: *In my opinion, using strategies is advantageous. Because I take different courses from different instructors, and they all have different teaching methods. So, I learn different things from them, and I synthesize the things I learn. For this reason, I need to use strategies to improve language learning and comprehend better.*

Another participant coded as S4 stressed the advantages of using strategies as follows:

> S4: *I definitely think that using strategies is useful. Because I feel motivated. For example, when I listen to music while studying, I feel relaxed, and this affects learning in a positive way.*

Table 48.
*Views of Less Frequent Strategy Users on the Advantages of Using Self-Regulated L2 Learning Strategies*

| |
|---|
| I learn better by using strategies |
| It improves fluency |
| It makes learning efficient |

With regard to the advantages of using self-regulated L2 learning strategies, less frequent self-regulated strategy users assert that they learn better by using strategies, strategy use improves fluency and makes learning efficient.

Participant coded as S6 expressed that she learns better by using strategies:

> S6: *I think using strategies has advantages. For example, when I rewrite new words or listen to music while studying, I remember the words as I can visualize them in my mind, or when I hear the same music, I remember what I was studying. So, I learn better in that way.*

According to participant coded as S7, using strategies improves fluency:

> S7: *I think using strategies is beneficial. I have two friends; they have learnt a foreign language better in this way. Especially, they learnt to speak fluently. I think using strategies improves fluency...*

Participant coded as S9 asserted that her learning becomes efficient by using strategies:

> S9: *I think using strategies makes learning process efficient. I can say this thanks to the outcomes of implementing strategies... I recommend my friends to use strategies...*

The examination of more frequent strategy users' views shows that they find it advantageous to use strategies as strategies make learning more enjoyable, help to improve learning, and increase motivation. On the other hand, less frequent strategy users think that

using strategies is advantageous as well, since employing strategies enables them to learn better, improves fluency, and makes learning efficient.

**Findings in relation to the Views of Participants as a Good Learner**

The last interview question regarding this dimension is: "Would you consider yourself as a good language learner? Why / Why not?"

More frequent strategy users stated that they consider themselves as good learners, whereas less frequent self-regulated L2 learning strategies users assert that they do not regard themselves as good learners.

Statements considering views of both participants are grouped and displayed in Tables 49 and 50.

Table 49.
*Views of More Frequent Strategy Users as a Good Learner*

| |
|---|
| I struggle to be a good learner |
| I am good at comprehending L2 |
| I learn through communication |

More frequent strategy users point out that they consider themselves as good learners for the reasons mentioned above.

Direct quotations of the participants coded as S1, S3, and S5 are given as follows:

> S1: *My goal is to be a good language teacher, so I should know the target language well. For this reason, I struggle to be a good learner...*
>
> S3: *I do not think I study hard, but I think I am a good learner, because I learn through communication, interacting with other people, not through reading, or studying harder..."*
>
> S5: *I think I am a better learner than my friends, because I express myself well in foreign language... I do not have any difficulty when I go abroad; I can understand everything. For example, I have been to a bank, state building, or hospital abroad, and I haven't met any difficulty. There are people who cannot even understand what is said in a foreign language. So, I compare myself with the best, or do not compare myself with others, I only race against myself.*

Table 50.
*Views of Less Frequent Strategy Users as a Good Learner*

| |
|---|
| I do not study hard |
| I do not attend some of the lectures |
| I do not pay enough attention to my studies |

Less frequent strategy users expressed that they do not consider themselves as good learners for the reasons mentioned above.

Direct quotations of the participants coded as S7, S8, and S10 are given as follows:

> S7: *I can't say that I am a good language learner, because I think I do not study hard. But I believe that I will be a good language learner in the future... By adding more to my prior knowledge, I suppose that I will consider myself as a good language learner.*

> S8: *I think I am not a good language learner, because I do not attend some of the lectures at the university, and therefore cannot concentrate on my studies. This hinders me feel like a good language learner.*

> S10: *I think I am not; because I think I do not give the necessary attention to my studies or courses. If I concentrate more, I can be a good language learner.*

# Chapter V

## Discussion

In this part, the findings of the main study are interpreted in detail and discussed with reference to the research questions. Considering research findings and the generalizations drawn from those findings, certain implications for FLE programs are presented. Finally, the limitations of the study are discussed, and suggestions for further research are provided at the end of the chapter.

### Discussion

The primary purpose of the study was to explore the overall frequency of self-regulated L2 learning strategy use of L2 learners studying at the Department of FLE depending upon Oxford's (2011) $S^2R$ Model. Another aim of the study was to investigate the relationships between their reported self-regulated L2 learning strategy use and their personality traits, identity, beliefs about L2 learning and proficiency. In order to carry out the study, data were gathered quantitatively and qualitatively by means of three scales, a questionnaire, participants' GPA, and semi-structured interviews conducted with more and less frequent strategy users. In this context, the scales of Self-Regulated L2 Learning Strategy Use and Beliefs about L2 Learning were developed by the researcher to reveal the self-regulated L2 learning strategy use of the learners, and investigate learners' beliefs about L2 learning. Furthermore, ABPT, which was developed by Bacanlı et al. (2007), together with the identity questionnaire designed by the researcher were administered to L2 learners for obtaining information about L2 learners' personality traits and identity. Of one of the factors that is assumed to influence self-regulated strategy use, proficiency of the participants was determined by their university GPA. Lastly, semi-structured interviews were conducted with participants who were determined as more and less frequent self-regulated strategy users by means of total scores they got from the Self-Regulated L2 Learning Strategy Use Scale. In

this part of the research, the findings of the main study are interpreted in detail and discussed with reference to the research questions.

With regard to the first research question of the study, 'What are the main self-regulated L2 learning strategies used by L2 learners studying at the Department of FLE?' and following sub-questions 'Which self-regulated L2 learning strategies are used more by L2 learners at the Department of FLE?' and 'Which self-regulated L2 learning strategies are used less by L2 learners at the Department of FLE?', the Self-Regulated L2 Learning Strategy Use Scale was utilized, and the findings were analyzed in terms of frequency distribution. The results illustrated that all six self-regulated L2 learning strategies within the scope of the $S^2R$ Model were used to some extent. However, it is obvious that L2 learners attending Department of FLE at Trakya University mostly employed affective strategies followed by metacognitive strategies. It was inferred from the results that participants displayed a low use of Meta SI Strategies and Meta-affective Strategies. Furthermore, cognitive strategies were the least used strategy type followed by SI Strategies (Table 31). As formerly mentioned, affective strategies enable learners to have positive emotions and attitudes to keep motivated in language learning process. On the other hand, metacognitive strategies help the learners to control L2 knowledge when they construct, transform, and apply; and monitor for assembling, combining, enhancing, and converting knowledge of the language and culture (Oxford, 2011). The findings showed that most of the learners displayed affective and metacognitive awareness which means that they prefer to select activities that enable them to keep motivated and have lower anxiety towards L2 learning. Moreover, it would not be wrong to consider them as active learners as they regulate and manage their own learning through activities that enhance L2 learning in terms of metacognitive knowledge. This conclusion was validated through the interview sessions where the participants reported that they preferred activities for relaxing while studying such as listening to classical or relaxing music, and they stated that they learnt better when they were not stressful. Furthermore, in terms of metacognitive

strategies use, learners expressed that they paid attention to the explanations made by their instructors, or planned and organized their studies in order to be successful in language learning. Additionally, they expressed that attending courses regularly, and concentrating on the subjects taught by the instructors made them proceed in their studies. Hence, the reason for reporting more frequent use of affective and metacognitive strategies are the beneficial outcomes that learners have gained after employing these strategies in their studies. Surprisingly, the results revealed that cognitive strategies were the least frequently used strategy type, particularly among more frequent strategy users. As it was supported by the interviews, this was because of learners' not preferring activities such as transferring, repeating, analyzing, or reasoning deductively. Instead of studying language just for learning, they wanted to actualize their language learning in order to use L2 in daily life; hence, they wanted to make language learning process more permanent. In this context, findings of this study are consistent with other studies which revealed that Metacognitive Strategies are preferred by L2 learners in different contexts. (Bremner, 1999; Magogwe & Oliver, 2007; Nikoopour et al., 2011; Shmais, 2003; Yeşilçınar, 2014). For instance, in their study Magogwe & Oliver (2007) found that both good and fair Botswana students indicated a preference for metacognitive strategies than did the poor proficiency learners. In another study, Nikoopour et al. (2011) explored the strategies performed by Iranian EFL learners. The findings indicated that Iranian EFL learners mostly employ metacognitive strategies rather than other strategy types. Similarly, Shmais' (2003) study demonstrated that English major students in Palestine reported the highest usage of metacognitive strategies. In the study carried out by Bremner (1999), metacognitive strategies were the most used language learning strategy type by Hong Kong L2 learners. Moreover, Yeşilçınar (2014) showed that metacognitive strategies were the most preferred strategy type; while cognitive strategies were the least preferred one by L2 learners of the faculty of education in Turkey. However, it is surprising that the results are inconsistent with Yılmaz's (2010) study which put forward that

affective strategies were ranked as the lowest preferable strategy type in a Turkish university context, and with certain studies which proposed cognitive strategies as more favorite type among other strategy types (Alhaisoni, 2012; Oxford, 1990; Touba, 1992; Vandergifts, 1997). Griffiths (2013) highlights that it is necessary to deal with strategy effectiveness in relation to target, situation, learner characteristics, and co-ordination with other strategies. Additionally, Wharton (2000) argued that the types of strategies performed depend upon learner types and setting that learning takes place. It is possible that strategy choice shows difference from context to context; a useful strategy may not be regarded as efficient for other users even in the same context. Hence, it becomes crucial to investigate and reveal the factors behind the strategy choice of learners.

The second research question of the study aims to find out the answer to 'What are the personality traits of L2 learners at the Department of FLE?'. In this study, ABPT was administered to participants for the purpose of revealing the overall personality profile of L2 learners attending the Department of FLE at Trakya University. Personality traits of the participants were determined with regard to the five domains constructing the Big Five Model such as Neuroticism-Emotional Stability, Extraversion, Agreeableness, Openness to Experience, and Conscientiousness. As a result of the frequency distribution of the statistical analysis of personality traits, it was figured that most of the participants of the study have Agreeableness and Openness to Experience personality traits followed by Conscientiousness and Extraversion (Table 32). L2 learners who reported Agreeableness domain of the personality trait described themselves as forgiving, helpful, cooperative, modest, obedient, merciful, self-giving, tolerant, and agreeable. On the other hand, participants reporting Openness to Experience personality trait identified themselves as interested in art, imaginative, broad-minded, innovative, curious, liberal, having broad interests, and open to new relationships (Bacanlı et al., 2009). As the participants of this study were prospective language teachers, it is argued that teachers with the mentioned personalities will be efficient

in teaching profession in the future. On the other hand, the least reported personality trait was Neuroticism-Emotional stability. As it is expressed by Dörnyei (2005, p.5), high scorers of Neuroticism-Emotional stability are "worrying, anxious, insecure, depressed, self-conscious, moody, emotional, and unstable". Participants of this study mostly preferred to use affective strategies and metacognitive strategies, which was the result of their personalities. It was observed that they did not report themselves pertaining to Neuroticism- Emotional stability dimension which was the indicator of having anxiety about L2 learning. Instead, they preferred to learn L2 through activities that motivated them by means of affective strategies; and they paid attention to their studies, and organized their schedules while studying by employing metacognitive strategies. Thus, having good-natured and likable personality in terms of Agreeableness dimension along with being flexible, creative, untraditional, and moved by art within the scope of Openness to Experience dimension signify that learners tend to use more affective and metacognitive strategies.

As for the third research question of this study, 'What beliefs do L2 learners studying at the Department of FLE hold about language learning?', Beliefs about L2 Learning Scale was performed to L2 learners, and the findings were analyzed in terms of frequency distribution. As a result of the findings, it was figured out that most of the participants (91%) held strong behavioral beliefs about L2 learning (Table 33). The results of the interview sessions also supported these findings as the participants pointed out that learning became permanent and efficient when they had an opportunity to use language. The reason of this arises out of learners' having very few opportunities in Turkey to practice the target language as L2 learning in Turkish context is still a problematic issue. This problem is illustrated in several studies that were carried out in Turkey (Akalın & Zengin, 2007; Büyükyavuz & İnal, 2008; Gökdemir, 2010; Öz, Demirezen & Pourfeiz, 2015). For instance, in a study conducted by Gökdemir (2010) with L2 learners from different universities in Turkey, one of the main challenges of L2 learners in Turkey were identified as: L2 courses were mostly theory-based

rather than practice-based, they were generally teacher-centered rather than learner centred, and there were no appropriate setting for learning or practising L2. Another study by Büyükyavuz and İnal (2008), which was carried out on in-service teachers to identify the problems in FL teaching, showed that students with different education levels were offered education in crowded classes at state schools, and learners were not guided to undertake their own learning outside the classroom. The findings of the study implied that L2 learning in Turkey mostly dealt with grammar teaching which prevented educating learners who could use the target language practically and effectively. Moreover, Öz, Demirezen and Pourfeiz (2015) explored the willingness to communicate of English as an FL learners. They found that more opportunities should be given to EFL learners to practice in relaxing and stressless classroom environments. In this research study, L2 learners were aware that putting language into practice was a significant way of enhancing language learning apart from reflecting cognitive aspects to language learning process. In this sense, participants of this study believed that practicing L2 in certain contexts and having social interaction while using L2 improved their language learning. This is supported by Long's (1983) Interaction Hypothesis, which proposed that the interactional collaboration facilitates L2 learning. Additionally, according to Socio-cultural Theory which was first introduced by Vygotsky (1978), apart from being a psychological tool, language is a communicative tool, that mediates meaning between the learner and language, and therefore being socially in interaction with others assists the cognitive development process (Anton, 1999; Lantolf & Appel, 1994; Swain & Lapkin, 1998).

The fourth research question of this study is 'Is there any relationship between the use of self-regulated L2 learning strategies and personality traits ?'. As the aim of this study was to reveal the factors affecting self-regulated L2 learning strategy use, certain variables were investigated in accordance with strategies. Personality traits were one of the factors that were assumed to have an influence on L2 learners' strategy use. In this context, it is accepted

that a number of current studies on personality and language learning display a clear relationship between the two (Ellis, 2008), and there is a strong relationship between personality traits and the way that learners perform language strategies (Ehrman & Oxford, 1990). The results of the study demonstrated that participants reporting themselves within the openness to experience dimension used cognitive strategies and meta SI strategies more than other L2 learners. According to Dörynei (2005, p.15), high scorers of openness to experience dimension are "imaginative, curious, flexible, creative, moved by art, novelty seeking, original, and untraditional". Furthermore, cognitive strategies users are learners who can use the senses to understand and remember, activate knowledge, reason, conceptualize with details, conceptualize broadly, and go beyond the immediate data; whereas meta SI strategies users are learners who can pay attention to, plan, obtain and use resources, organize, and implement plans for contexts, communication, and culture (Oxford, 2011). Hence, it is acceptable for L2 learners, who described themselves as having openness to experience personality trait, to prefer activities which facilitate L2 knowledge on one hand, and provide contexts that require being in contact with people on the other hand. The interviews also demonstrated that learners who were social and outgoing preferred using cognitive strategies and meta SI strategies. Although the number of studies which found relationship between openness to experience and language learning strategy use is somehow limited, there are many studies in diverse disciplines which revealed a positive relationship between openness to experience and learning outcomes (Ackerman & Heggestad, 1997; Blickle, 1996; Farsides & Woodfield, 2003; Lubbers, Van Der Werf, Kuyper & Hendricks, 2010; Noftle & Robins , 2007; Öz, H., 2014; Zhang, 2003). Another result of the findings regarding the relationship between self-regulated L2 learning strategy use and personality traits is that L2 learners reporting themselves within conscientiousness personality trait used metacognitive strategies and meta-affective strategies more. Learners having personality traits in Conscientiousness dimension are described as efficient, organized, planful, reliable, responsible, thorough,

productive, behaving ethnically, having high aspiration level (McCrae & Costa, 1992). On the other hand, metacognitive users are learners who are able to pay attention to, plan, obtain and use resources, organize, implement plans for cognition, orchestrate cognitive use, monitor, and evaluate cognition. Moreover, meta-affective strategies enable learners to consider their affective requirements and control the affective senses which are usually essential in terms of language learning process (Oxford, 2011). Hence, it is reasonable for L2 learners having conscientiousness personality trait to use activities that require organization and management of their emotions. The semi-structured interviews also supported these findings as learners, who described themselves as organized, planned, and preferred studying systematic, believed that their personalities had an influence on the strategy choice. The results of this finding are in accordance with certain studies from different cultures which figured out that openness to experience dimension has a positively significant relationship with metacognitive strategies (Ayhan & Türkyılmaz, 2015; Kang, 2012). For example, Ayhan & Türkyılmaz (2015) found that Bosnian university students' four personality traits of Five Factor Model; extraversion, openness, agreeableness and conscientiousness were significantly associated with the meta-cognitive strategy use. Moreover, the findings of the study are consistent with Kang's study (2012) which showed that openness to experience and conscientiousness dimensions were the most significant predictors of using LLS. Extraversion as a personality dimension is also another predictor of the study as findings of the study revealed that extraverted L2 learners used more meta-affective strategies. Extraverted learners are identified as sociable, gregarious, active, assertive, passionate, and talkative (Dörnyei, 2005). According to Ellis (2008, p. 674), extraverts are "better equipped physiologically to resist stress and have lower levels of anxiety, which allows for greater attentional selectivity". In this sense, it is acceptable that extraverted learners in this study tended to take control of their motivation and senses by using meta-affective strategies as they were assumed to express and manage their feelings while carrying out language learning activities. This finding is in parallel with certain

studies in which extraversion is found to be in relationship with strategy use (Ehrman & Oxford, 1990; Fazeli, 2012; Reiss, 1983; Wakamoto, 2000). Hence, it is inferred that personality traits have an influence on self-regulated L2 learning strategy use as they affect the way L2 learners decide to choose convenient strategies in terms of their personalities.

As for the fifth research question of the study, 'Is there any relationship between the use of self-regulated L2 learning strategies and learners' beliefs about L2 learning (i.e. cognitive, affective, and behavioral beliefs)?', learners' beliefs were examined by means of Beliefs about L2 learning Scale. Of six dimensions of the $S^2R$ Model, five of self-regulated L2 strategies were found to be related to each other. That is, learners holding behavioral beliefs about L2 learning were figured out to employ cognitive, affective, metacognitive, meta-affective and meta SI strategies more except for SI strategies. On the other hand, SI strategy use was found to be related with learners' cognitive beliefs about L2 learning. Namely, according to the findings of the study, learners holding cognitive beliefs about L2 learning used more SI strategies. In this sense, it is inferred that L2 learners who believed that using rather than just knowing and having a perspective on the target language were more inclined to prefer using strategies in their studies. This results from L2 learners' need to employ strategies in order to use the target language; thus, putting their experiences about L2 into practice triggers learners' strategy use. On the other hand, the reason for SI strategy use by L2 learners who held cognitive beliefs, assumptions, ideas, and knowledge about L2 may be due to the fact that these learners gained knowledge about the target language through interactions with people or social activities related to L2. In this sense, they believed that SI strategies enhance L2 knowledge more. This study is in accordance with several studies which support that there is a relationship between language learning beliefs and LLS use (Abedini Rahimi & Zare-ee, 2011; Chang & Shen, 2005; Horwitz, 1987; Meshkat & Saeb, 2012; Yang, 1999). As Griffiths (2013) points out, learners implement their beliefs to the

requirements of their situation and thereby employ effective strategies accordingly. Therefore, it is crucial to know what beliefs L2 learners hold about language in order to facilitate an efficient language learning process.

The sixth research question of the study aimed to find an answer to 'Is there any relationship between the use of self-regulated L2 learning strategies and identity?' In this context, the relationship between L2 learners' identity and self-regulated L2 learning strategy use was examined. As a consequence of the findings, it was figured out that learners, who lived in larger districts or cities before attending university, used more cognitive strategies. The reason of this is that learners are in interaction with more educated people in larger places which enables them to broaden their horizons. As Berger (1978, p.212) highlights that 'larger cities usually have more highly educated, professional people, and are able to carry out many of the central place functions', it is possible for L2 learners coming from bigger places to use cognitive strategies which is related to getting knowledge and information about language system. Hence, learners coming from bigger places are exposed to more opportunities with regard to language knowledge; thus, they are more equipped with language learning related issues compared to their counterparts coming from smaller places. Another finding related to the relationship between identity and strategy use was that learners coming from families with higher incomes tended to use more meta-affective strategies. This arises out of the fact that these learners do not have financial difficulty as they are supported by their families; hence they do not have much anxiety about their living. The findings of certain studies on financial stress demonstrated that financial stressors are related to increased anxiety, depression, and low academic performance. (Andrews & Wilding, 2004; Joo, Durband & Grable, 2008; Roberts, Golding, Towell, Reid, Woodford, Vetere & Weinreb 2000). For that reason, it is likely for learners who are financially supported by their parents to feel more relaxed and motivated towards their studies. In this respect, they prefer meta-affective strategies which

provide them to manage and control their emotions and senses in a positive way during L2 learning process. On the basis of the relationship between identity and self-regulated L2 learning strategy use, the findings also revealed that L2 learners attending the Department of GLT used affective strategies more than ELT learners. Depending on the interviews, GLT learners stated that although German and English languages belong to the same language family, they think that German has a more complex structure; thus they find it hard to deal with German language. For this reason, they preferred employing affective strategies which helped to increase motivation and lower their anxiety towards language learning. Despite the fact that there are many studies concerning identity and language learning (Anwaruddin, 2012; Khatib & Ghamari, 2011; Kim, 2003; Lobatón, 2012), research related to the relationship between identity and language strategy use is very limited in the literature. It is suggested that learner's identity is constructed from various variables as they are unique individuals who are in contact with one another and with their environment in diverse ways. Hence, it is possible for them to employ different combined strategies (Griffiths, 2013). In this sense, the findings of this study will provide insight into the reasons of L2 learners' strategy choice.

The last research question of this study is 'Is there any relationship between the use of self-regulated L2 learning strategies and L2 learners' proficiency?'. As mentioned in the data collection section to determine the proficiency of participants, their university GPA was taken for granted. The result of the findings demonstrated that L2 learners with higher point averages used metacognitive strategies more than other strategy types. As it is known, learners employing metacognitive strategies know how to deal and manage the target language though controlling and monitoring their cognitive process. In this sense, it is acceptable for successful learners to use more metacognitive strategies in their studies. This was supported by the interview results of the study as more frequent strategy users declared

that they were able to regulate their language learning process through planning, monitoring, and evaluating their L2 tasks as required by metacognitive knowledge. As mentioned in the literature review part, a vast array of studies have explored the relationship between strategy use and language proficiency and found a strong relationship between two variables (Bialystok, 1981; Griffiths, 2003; Peacock & Ho, 2003; Wharton, 2000; Yang, 2010). Macaro (2006) stresses that current research on learning strategies attaches importance to a group of strategies, and metacognition plays a key role in terms of deciding which strategies to use for the purpose of accomplishing specific learning goals. Thus, successful L2 learners make use of their metacognitive knowledge by performing strategies that help to make their learning efficient. In this sense, the findings of this study is in accordance with several studies which point out that metacognitive strategies are regarded as one of the important strategy types, and there is a relationship between metacognitive strategy use and learners' proficiency (Bransford et al., 1999; Chamot & Küpper; 1989, O'Malley et al., 1985,1985a; Vandergrift, 1996, 1997). For this reason, this study presents important findings with regard to justifying the relationship between metacognitive strategies and proficiency; thereby provides insight into how proficient learners tackle with their L2 learning process.

# Chapter VI

## Conclusion and Implications

In this research study, it was aimed to explore the overall frequency of self-regulated L2 learning strategy use of L2 learners studying at the Department of FLE depending upon Oxford's (2011) $S^2R$ Model. Moreover, it was also aimed to investigate the relationships between their reported self-regulated L2 learning strategy use and their personality traits, identity, beliefs about L2 learning and proficiency. In this chapter, the overall findings of the study are summarized by presenting certain implications for the field of FLE and further studies.

The problem of this study focused on having a perspective towards 'learning' dimension of L2 learners who are prospective teachers at the Department of FLE. The field of FLE aims to train prospective teachers on how to teach FL in an efficient way by means of offering both theoretical and practical knowledge about teacher education. However, social and psychological aspects of prospective teachers have always been ignored in FLE context. Thus, by revealing the general profile of the learners, necessary regulations in terms of designing language education can be established with regard to learners' needs. Furthermore, determining the effect of certain factors on their strategy choice will shed light on the field of FLE programs.

This research is a descriptive study, and it was designed as a survey which adopted a mixed methods sequential explanatory design. In this sense, data were gathered by means of quantitative and qualitative instruments. The study was carried out during the 2014-2015 Academic Year with the participation of 205 L2 learners, who are prospective teachers attending GLT and ELT Divisions of FLE Department at Trakya University. Self-regulated L2 learning strategy use and L2 learning beliefs of the learners were assessed by two scales developed by the researcher. In this sense, this study is significant in terms of proposing new

data collection instruments to the field. The scales were developed within the scope of FA. Identity questionnaire designed by the researcher, and ABPT were also utilized so as to gather information about L2 learners' identity and personality traits. Furthermore, their proficiency level was determined through university GPA. As for the qualitative phase of the study, semi-structured interviews were conducted with learners who were determined as more and less frequent self-regulated L2 learning strategies users. In terms of revealing the overall self-regulated L2 learning strategy use and figuring out strategies that are used more and less frequently by learners, findings were analyzed with regard to frequency distribution. As a consequence, it was found that six dimensions proposed in the $S^2R$ Model, that is Cognitive, Affective, SI, Metacognitive, Meta-Affective, and Meta SI strategies were used by L2 learners to some extent. According to findings, it was determined that these learners mostly employed Affective strategies followed by Metacognitive strategies. Moreover, it was found that learners displayed a low use of Meta SI and Meta-affective strategies. On the other hand, Cognitive strategies were found to be the least employed strategy followed by SI strategies.

In this study, personality traits of L2 learners were examined with regard to the five domains constructing the Big Five Model, namely Neuroticism-Emotional Stability, Extraversion, Agreeableness, Openness to Experience, and Conscientiousness. The frequency distribution of the statistical analysis of personality traits displayed that most of the L2 learners of FLE Department at Trakya University have Agreeableness and Openness to Experience personality traits followed by Conscientiousness and Extraversion. Furthermore, Neuroticism-Emotional stability was figured out as the least reported personality trait.

Another finding with regard to the beliefs about L2 learning showed that L2 learners in this study held strong beliefs about Behavioral beliefs about L2 learning, followed by Cognitive and Affective beliefs.

The relationship between self-regulated L2 learning strategy use and these factors were analyzed by Stepwise Multiple Regression Analysis. As a result, it was figured out that self-regulated L2 learning strategy use of L2 learners are affected by certain factors such as personality, identity, beliefs about L2 learning, and proficiency of the learners to some extent. Findings demonstrated that L2 learners reporting themselves within the openness to experience dimension employed Cognitive and Meta SI strategies more than their counterparts. Moreover, L2 learners reporting themselves within Conscientiousness personality trait used Metacognitive and Meta-affective strategies more; whereas extraverted L2 learners were found to employ Meta-affective strategies more than other L2 learners.

On the basis of the relationship between L2 learners self-regulated strategy use and their beliefs about L2 learning, it was found that learners holding behavioral beliefs about L2 learning were figured out to employ Cognitive, Affective, Metacognitive, Meta-Affective and Meta SI strategies more except for SI strategies. On the other hand, L2 learners holding Cognitive beliefs about L2 learning were determined to employ SI strategies more than other learners.

Concerning the influence of identity on self-regulated L2 learning strategy use, findings showed that learners, who have lived in bigger districts or cities before attending university, performed cognitive strategies more than other learners coming from villages or towns. Another finding regarding identity displayed that learners coming from families with higher incomes used more meta-affective strategies.

As for the relationship between self-regulated L2 learning strategy use and their proficiency, it was figured that L2 learners having higher university GPA used metacognitive strategies more than other strategy types.

As mentioned earlier, qualitative data were also utilized in this study by means of semi-structured interviews conducted with more and less frequent self-regulated strategy users. Data gathered through interviews were analyzed by means of descriptive analysis and examined under six themes such as difficulties during L2 learning process, overcoming difficulties during L2 learning process, self-regulated L2 learning strategy use, factors affecting self-regulated L2 learning strategy use, the advantages of using self-regulated L2 learning strategies, and being a good language learner. Findings of interviews provided objective feedback for the study with respect to supporting the analyses of the data gathered from other data collection instruments.

Depending on the results of the research study, findings demonstrated that employing self-regulated L2 learning strategies enables L2 learners to take control of their language process and fosters their language studies in an FLE context. In this sense, learners can be encouraged to use more strategy types. Moreover, learners can be fostered to employ strategies that are found to be used less frequently, namely Cognitive, Meta SI and Meta-affective strategies in this study. Furthermore, it is advisable to attach importance to factors affecting the self-regulated strategy choice since research on strategy use demonstrates that L2 learners' strategy choice are constructed by their personality, identity, beliefs about L2 learning, and proficiency. Thus, it will be beneficial to take into account the sociological and psychological background of L2 learners with respect to having an insight into how they deal with the target language. Furthermore, having a profound information about learners will be enlightening in terms of determining learners' needs in FLE context.

## Implications

### Implications for FLE Programs

In the light of the findings of this study, a number of implications for FLE programs can be summarized as follows:

- ✓ L2 learners can be provided with more opportunities in order to regulate their language learning and encouraged to use more self-regulated L2 learning strategies while carrying out their studies in the field of FLE. Moreover, they can be stimulated to employ more Cognitive, Sociocultural-Interactive and Meta-affective strategies which are found as less frequent strategy types used by the prospective teachers.
- ✓ Strategy training can be implemented and included in the FLE programs. Furthermore, apart from being L2 learners, prospective teachers can be trained in how to teach strategies in their future careers. Hence, self-regulation and language learning strategy awareness of prospective language teachers can be fostered in language education context.
- ✓ The psychological and sociological background of L2 learners can be examined and language education programs can be designed according to the individual's characteristic features and needs.
- ✓ As prospective teachers stated that they have difficulty in adjusting themselves to different teaching methods implemented by their instructors, instructors of language education departments can notice their own teaching methods; therefore they can choose and perform teaching methods which are assumed to be convenient for their learners' learning styles and strategies. In this sense, more attention should be attached to finding out the factors that make L2 learners learn efficiently.
- ✓ L2 learners also indicated that they have problems particularly with vocabulary, and they feel insufficient while carrying out language tasks due to their

lack of vocabulary knowledge. In this context, vocabulary knowledge of L2 learners can be improved and promoted by designing FLE programs.

- ✓ L2 learners in this study asserted that they need to actualize the target language by using and having experiences about L2 apart from just learning through reading, or studying. In this respect, they should be provided with opportunities in which they can use the target language by learning through experiences.
- ✓ Self-Regulated L2 Learning Strategy Use, which is developed throughout the research study can be utilized by language educators to reveal their learners' preferences for self-regulated strategies, and to what extent L2 learners use these strategies.
- ✓ Another instrument developed in this study- Beliefs about L2 Learning scale can be used as well by language educators so as to figure out what L2 learners think and believe about L2.

**Implications for Future Research**

The findings from this research study also displayed certain implications for future research, as follows:

- ✓ This study is descriptive; thus more studies can be conducted by utilizing experimental methods in an attempt to reveal self-regulated L2 learning strategy use of L2 learners and investigate the efficiency of the study.
- ✓ The study is conducted in an FLE context at Trakya University. However, more studies in different contexts than be carried out in order to generalize the findings.
- ✓ Findings of this study demonstrated that personality, identity, language learning beliefs, and proficiency of L2 learners have an influence on learners'

strategy choice. However, more studies can be carried out to investigate the relationship between language strategies and different variables.

- ✓ More studies related to advantages and beneficial contributions of strategies to language learning can be discussed and refined by language educators to comprehend the factors affecting strategy use.
- ✓ For the purpose of understanding prospective teachers' self-regulation and language strategy use process, longitudinal studies can be carried out to reveal how self-regulated L2 learning strategies are handled in FLE contexts.

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# APPENDICES

# Appendix A

## Descriptive Statistics of the Participants

## Frequency Tables of Pilot Study Participants

**Statistics**

| | | Gender | Class | Department |
|---|---|---|---|---|
| N | Valid | 305 | 305 | 305 |
| | Missing | 0 | 0 | 0 |

**Gender**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1,0 | 232 | 76,1 | 76,1 | 76,1 |
| | 2,0 | 73 | 23,9 | 23,9 | 100,0 |
| | Total | 305 | 100,0 | 100,0 | |

**Class**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1,0 | 81 | 26,6 | 26,6 | 26,6 |
| | 2,0 | 60 | 19,7 | 19,7 | 46,2 |
| | 3,0 | 90 | 29,5 | 29,5 | 75,7 |
| | 4,0 | 74 | 24,3 | 24,3 | 100,0 |
| | Total | 305 | 100,0 | 100,0 | |

**Department**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1,0 | 36 | 11,8 | 11,8 | 11,8 |
| | 2,0 | 269 | 88,2 | 88,2 | 100,0 |
| | Total | 305 | 100,0 | 100,0 | |

## Frequency Distribution of the Main Study Participants

**Statistics**

| | | Age | Gender | Department | Grade |
|---|---|---|---|---|---|
| N | Valid | 205 | 205 | 205 | 205 |
| | Missing | 0 | 0 | 0 | 0 |

**Age**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1,0 | 18 | 8,8 | 8,8 | 8,8 |
| | 2,0 | 141 | 68,8 | 68,8 | 77,6 |
| | 3,0 | 37 | 18,0 | 18,0 | 95,6 |
| | 4,0 | 9 | 4,4 | 4,4 | 100,0 |
| | Total | 205 | 100,0 | 100,0 | |

**Gender**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1,0 | 156 | 76,1 | 76,1 | 76,1 |
| | 2,0 | 49 | 23,9 | 23,9 | 100,0 |
| | Total | 205 | 100,0 | 100,0 | |

**Department**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1,0 | 87 | 42,4 | 42,4 | 42,4 |
| | 2,0 | 118 | 57,6 | 57,6 | 100,0 |
| | Total | 205 | 100,0 | 100,0 | |

**Grade**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1,0 | 32 | 15,6 | 15,6 | 15,6 |
| | 2,0 | 59 | 28,8 | 28,8 | 44,4 |
| | 3,0 | 58 | 28,3 | 28,3 | 72,7 |
| | 4,0 | 56 | 27,3 | 27,3 | 100,0 |
| | Total | 205 | 100,0 | 100,0 | |

# Appendix B

**Değerli Katılımcı,**
**Bu ölçeğin amacı, Yabancı Diller Eğitimi bağlamında kullandığınız öz-düzenlemeli yabancı dil öğrenme stratejilerinizi belirlemektir. Ölçekten elde edilecek sonuçlar bilimsel araştırma için kullanılacaktır.**
**Katılımınız ve yardımlarınız için teşekkürler.**

**Arş. Gör. Sinem DÜNDAR**
**Yabancı Diller Eğitimi Bölümü/ İngiliz Dili Eğitimi ABD**

***Lütfen size uygun olan seçeneği (X) işaretleyiniz.***

| | Hiçbir Zaman | Bazen | Genellikle | Her Zaman |
|---|---|---|---|---|
| 1. Kullanıldıkları bağlamları anlamak için yabancı dilde öğrendiğim yeni sözcükleri internetten araştırırım. | 1 | 2 | 3 | 4 |
| 2. Başkalarıyla çevrimiçi olarak yabancı dilde pratik yaparak o dilin yapısı hakkında çıkarımlarda bulunurum. | 1 | 2 | 3 | 4 |
| 3. Yabancı biriyle iletişim kurduğumda konuyla ilgili kullanılan benzer sözcüklere dikkat ederim. | 1 | 2 | 3 | 4 |
| 4. Yabancı dilde ihtiyacım olan sözcük aklıma gelmediğinde kendime kötü hissetmek yerine başka bir sözcük kullanarak motivasyonumu arttırırım. | 1 | 2 | 3 | 4 |
| 5. Konuşma esnasında doğru sözcüğü bulamadığımda yerine başka sözcük kullanmak kendimi o an iyi hissetmemi sağlar. | 1 | 2 | 3 | 4 |
| 6. Yabancı dil kullanımı için ihtiyacım olan sözcük için en iyi çevrimiçi sözlükten faydalanmak kendime olan güvenimi artırır. | 1 | 2 | 3 | 4 |
| 7. Yabancı dil çalışırken başkalarıyla beraber çalışmayı tercih ederim. | 1 | 2 | 3 | 4 |
| 8. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***öğretim elemanıma*** sorarım. | 1 | 2 | 3 | 4 |
| 9. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını ***arkadaşıma*** sorarım. | 1 | 2 | 3 | 4 |
| 10. Yapacağımız çalışma ile ilgili söylenenleri anlamazsam, arkadaşımdan bana anlatması için yardım isterim. | 1 | 2 | 3 | 4 |
| 11. Yabancı dilde yapılan bir konuşmayı anlayamadığımda devamlılığı sağlamak için anlıyormuş gibi davranırım. | 1 | 2 | 3 | 4 |
| 12. Derslerde yapılan açıklamalara dikkat ederim. | 1 | 2 | 3 | 4 |
| 13. Yabancı dil öğrenimiyle ilgili beklentilerime odaklanırım. | 1 | 2 | 3 | 4 |
| 14. Yabancı dil öğrenirken uzun vadede amaçlarımı belirlerim. | 1 | 2 | 3 | 4 |
| 15. Yabancı dil öğrenirken bana uygun olan uzun vadeli hedefler belirlerim. | 1 | 2 | 3 | 4 |
| 16. Yaptığım çalışmaların başkalarıyla iletişim gerektirip gerektirmediğini düşünürüm. | 1 | 2 | 3 | 4 |
| 17. Mezun olduktan sonra yabancı dili kullanabileceğim olanakları düşünürüm. | 1 | 2 | 3 | 4 |
| 18. Ödev yapmaya hazırlandığımda daha önceden benzer bir şey yapıp yapmadığımı düşünürüm. | 1 | 2 | 3 | 4 |
| 19. Bilgisayardaki dosyalarımı yabancı dildeki ödevlerimi ve notlarımı kolay bir şekilde bulabilmek için düzenlerim. | 1 | 2 | 3 | 4 |
| 20. Yabancı dil derslerindeki konularla ilgili düşük not almayı önlemek için daha çok çalışırım. | 1 | 2 | 3 | 4 |
| 21. Çalışmayı bitirdiğimde motivasyonumu arttıracak bir aktiviteyle kendimi ödüllendiririm. | 1 | 2 | 3 | 4 |
| 22. Yabancı dilbilgisi kurallarını sınıfta anlatılmadan önce daha önceden okumuş olduğum metinlerden anlamaya çalışmak kendime olan güvenimi arttırır. | 1 | 2 | 3 | 4 |
| 23. Yabancı dilde hata yaptığımda kendimi kötü hissetmemeye çalışırım. | 1 | 2 | 3 | 4 |
| 24. Yabancı dil derslerinin zor kısımlarını tahmin ederek motivasyonumun bozulmasına engel olurum. | 1 | 2 | 3 | 4 |
| 25. Yabancı dilde çalışmalarımı daha ilginç hale getirmek için kişiselleştiririm. | 1 | 2 | 3 | 4 |
| 26. Yabancı dil çalışırken sıkılırsam yeni bir strateji kullanmam gerektiğini düşünürüm. | 1 | 2 | 3 | 4 |
| 27. Öğrenme stratejilerimi gözden geçirerek hangilerinin uzun vadede motivasyonumu artıracağının değerlendirmesini yaparım. | 1 | 2 | 3 | 4 |
| 28. Özellikle uzun bir çalışma esnasında motivasyonumu birçok kez kontrol ederim. | 1 | 2 | 3 | 4 |
| 29. Yabancı dilde yapılan konuşma esnasında kullanılan benzer sözcüklere dikkat ederek kendimi güvende hissederim. | 1 | 2 | 3 | 4 |
| 30. Dönem sonunda performansımı gözden geçirmek ulaşmak istediğim hedef açısından kendimi iyi hissetmemi sağlar. | 1 | 2 | 3 | 4 |
| 31. Başkalarıyla yabancı dilde ileri düzeyde iletişim kurabilmek için belirlediğim hedefleri gözden geçiririm. | 1 | 2 | 3 | 4 |
| 32. Yabancı dilde iletişim kurarken konuşmayı anlayıp anlamadığımı kontrol ederim. | 1 | 2 | 3 | 4 |
| 33. Yabancı bir insanı özellikle ***aksan*** açısından örnek alırım. | 1 | 2 | 3 | 4 |
| 34. Yabancı bir insanı konuşurken yaptığı ***hareketler*** açısından örnek alırım. | 1 | 2 | 3 | 4 |
| 35. Yabancı bir insanın genç, yaşlı ve karşı cinsten birileriyle nasıl iletişim kurduğunu örnek alırım. | 1 | 2 | 3 | 4 |

# Appendix C

## Factor Analysis Results of the Self-Regulated L2 Learning Strategy Use Scale

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,756 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2894,696 |
| | df | 1378 |
| | Sig. | ,000 |

**Communalities**

| | Initial | Extraction |
|---|---|---|
| s1 | 1,000 | ,484 |
| s4 | 1,000 | ,275 |
| s5 | 1,000 | ,519 |
| s6 | 1,000 | ,324 |
| s10 | 1,000 | ,556 |
| s12 | 1,000 | ,189 |
| s14 | 1,000 | ,471 |
| s15 | 1,000 | ,497 |
| s16 | 1,000 | ,474 |
| s18 | 1,000 | ,553 |
| s19 | 1,000 | ,565 |
| s21 | 1,000 | ,328 |
| s22 | 1,000 | ,609 |
| s23 | 1,000 | ,436 |
| s24 | 1,000 | ,332 |
| s25 | 1,000 | ,547 |
| s27 | 1,000 | ,363 |
| s28 | 1,000 | ,265 |
| s29 | 1,000 | ,523 |
| s31 | 1,000 | ,442 |
| s33 | 1,000 | ,380 |
| s34 | 1,000 | ,400 |
| s35 | 1,000 | ,694 |
| s36 | 1,000 | ,418 |
| s37 | 1,000 | ,247 |
| s38 | 1,000 | ,498 |
| s40 | 1,000 | ,426 |
| s41 | 1,000 | ,578 |
| s42 | 1,000 | ,366 |
| s43 | 1,000 | ,428 |
| s48 | 1,000 | ,355 |
| s49 | 1,000 | ,412 |
| s50 | 1,000 | ,465 |
| s52 | 1,000 | ,411 |
| s53 | 1,000 | ,475 |

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix[a]**

| | Component | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| s50 | ,593 | ,301 | ,073 | ,119 | ,019 | -,052 |
| s43 | ,568 | ,273 | -,025 | ,144 | ,098 | -,007 |
| s42 | ,554 | -,102 | ,148 | ,003 | -,009 | ,166 |
| s53 | ,551 | ,335 | ,056 | ,187 | -,136 | ,052 |
| s48 | ,549 | ,204 | ,080 | -,032 | -,063 | ,011 |
| s33 | ,536 | ,048 | -,026 | -,091 | ,261 | ,111 |
| s40 | ,510 | ,137 | ,243 | -,038 | ,200 | ,216 |
| s37 | ,445 | -,014 | ,142 | -,077 | ,136 | -,062 |
| s27 | ,443 | ,262 | ,136 | ,273 | ,051 | -,052 |
| s52 | ,440 | ,194 | -,087 | ,010 | ,276 | ,311 |
| s5 | ,154 | ,653 | ,155 | -,099 | -,062 | ,178 |
| s10 | ,156 | ,636 | ,096 | ,058 | -,121 | ,316 |
| s34 | ,159 | ,584 | -,120 | ,018 | ,101 | ,098 |
| s29 | ,216 | ,536 | -,233 | -,044 | ,293 | -,217 |
| s4 | ,024 | ,495 | ,075 | -,077 | ,060 | -,121 |
| s16 | ,223 | ,495 | ,340 | ,104 | -,185 | ,136 |
| s21 | ,043 | ,468 | ,237 | -,046 | ,158 | ,152 |
| s24 | ,260 | ,467 | ,023 | ,092 | ,182 | ,067 |
| s12 | ,101 | ,354 | ,151 | ,085 | ,150 | ,036 |
| s38 | ,070 | ,186 | ,662 | ,071 | ,060 | -,109 |
| s41 | ,344 | -,005 | ,613 | -,041 | ,059 | ,280 |
| s14 | -,087 | ,401 | ,511 | -,018 | ,151 | ,132 |
| s36 | ,279 | ,203 | ,453 | -,037 | ,294 | -,073 |
| s49 | ,279 | -,078 | ,449 | ,220 | -,190 | ,205 |
| s15 | ,009 | -,029 | ,113 | ,683 | ,102 | -,082 |
| s19 | -,072 | ,147 | ,157 | ,670 | ,254 | -,028 |
| s31 | ,146 | ,038 | -,153 | ,583 | -,073 | ,225 |
| s6 | ,001 | -,006 | -,107 | ,548 | -,017 | -,113 |
| s28 | ,041 | -,118 | ,110 | ,465 | -,020 | ,143 |
| s35 | ,212 | ,115 | ,053 | ,024 | ,795 | ,016 |
| s22 | ,119 | ,052 | ,165 | ,077 | ,740 | ,105 |
| s23 | -,018 | ,203 | -,014 | ,355 | ,483 | ,188 |
| s18 | ,126 | ,059 | ,145 | ,001 | ,087 | ,710 |
| s1 | -,061 | ,208 | -,098 | ,050 | ,029 | ,651 |
| s25 | ,226 | ,083 | ,389 | ,042 | ,155 | ,559 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 6,407 | 18,305 | 18,305 | 6,407 | 18,305 | 18,305 | 3,415 | 9,757 | 9,757 |
| 2 | 2,129 | 6,082 | 24,387 | 2,129 | 6,082 | 24,387 | 3,360 | 9,599 | 19,356 |
| 3 | 1,954 | 5,583 | 29,970 | 1,954 | 5,583 | 29,970 | 2,225 | 6,357 | 25,712 |
| 4 | 1,725 | 4,929 | 34,899 | 1,725 | 4,929 | 34,899 | 2,176 | 6,217 | 31,929 |
| 5 | 1,695 | 4,843 | 39,742 | 1,695 | 4,843 | 39,742 | 2,152 | 6,149 | 38,078 |
| 6 | 1,397 | 3,991 | 43,733 | 1,397 | 3,991 | 43,733 | 1,980 | 5,656 | 43,733 |
| 7 | 1,293 | 3,694 | 47,428 | | | | | | |
| 8 | 1,216 | 3,474 | 50,901 | | | | | | |
| 9 | 1,138 | 3,253 | 54,154 | | | | | | |
| 10 | 1,095 | 3,128 | 57,282 | | | | | | |
| 11 | 1,044 | 2,982 | 60,265 | | | | | | |
| 12 | ,966 | 2,759 | 63,024 | | | | | | |
| 13 | ,915 | 2,613 | 65,637 | | | | | | |
| 14 | ,881 | 2,518 | 68,155 | | | | | | |
| 15 | ,837 | 2,391 | 70,546 | | | | | | |
| 16 | ,769 | 2,198 | 72,744 | | | | | | |
| 17 | ,747 | 2,134 | 74,878 | | | | | | |
| 18 | ,696 | 1,988 | 76,866 | | | | | | |
| 19 | ,688 | 1,967 | 78,833 | | | | | | |
| 20 | ,669 | 1,911 | 80,744 | | | | | | |
| 21 | ,627 | 1,792 | 82,535 | | | | | | |
| 22 | ,617 | 1,762 | 84,297 | | | | | | |
| 23 | ,591 | 1,689 | 85,986 | | | | | | |
| 24 | ,542 | 1,549 | 87,535 | | | | | | |
| 25 | ,516 | 1,476 | 89,011 | | | | | | |
| 26 | ,511 | 1,459 | 90,469 | | | | | | |
| 27 | ,482 | 1,376 | 91,846 | | | | | | |
| 28 | ,456 | 1,302 | 93,148 | | | | | | |
| 29 | ,429 | 1,225 | 94,373 | | | | | | |
| 30 | ,387 | 1,106 | 95,479 | | | | | | |
| 31 | ,379 | 1,084 | 96,563 | | | | | | |
| 32 | ,346 | ,989 | 97,552 | | | | | | |
| 33 | ,315 | ,901 | 98,453 | | | | | | |
| 34 | ,295 | ,842 | 99,295 | | | | | | |
| 35 | ,247 | ,705 | 100,000 | | | | | | |

Extraction Method: Principal Component Analysis.

# Item Analysis of the Self-Regulated L2 Learning Strategy Use Scale

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s27 | 1,00 | 78 | 3,5385 | ,65846 | ,07456 |
| | 2,00 | 78 | 2,2051 | ,79542 | ,09006 |
| s33 | 1,00 | 78 | 2,8718 | ,69055 | ,07819 |
| | 2,00 | 78 | 1,9487 | ,70060 | ,07933 |
| s37 | 1,00 | 78 | 3,1923 | ,64582 | ,07312 |
| | 2,00 | 78 | 2,1923 | ,79049 | ,08951 |
| s40 | 1,00 | 78 | 3,3333 | ,75018 | ,08494 |
| | 2,00 | 78 | 2,0513 | ,68181 | ,07720 |
| s42 | 1,00 | 78 | 3,0256 | ,68328 | ,07737 |
| | 2,00 | 78 | 1,9744 | ,66400 | ,07518 |
| s43 | 1,00 | 78 | 3,4744 | ,59706 | ,06760 |
| | 2,00 | 78 | 2,2821 | ,71890 | ,08140 |
| s48 | 1,00 | 78 | 3,2949 | ,66663 | ,07548 |
| | 2,00 | 78 | 2,1410 | ,65909 | ,07463 |
| s50 | 1,00 | 78 | 3,3205 | ,54638 | ,06187 |
| | 2,00 | 78 | 2,0897 | ,66812 | ,07565 |
| s52 | 1,00 | 78 | 3,3590 | ,66400 | ,07518 |
| | 2,00 | 78 | 2,2821 | ,73674 | ,08342 |
| s53 | 1,00 | 78 | 3,3205 | ,67408 | ,07632 |
| | 2,00 | 78 | 2,0256 | ,70203 | ,07949 |

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s4 | 1,00 | 78 | 3,6667 | ,50108 | ,05674 |
| | 2,00 | 78 | 2,9103 | ,62804 | ,07111 |
| s5 | 1,00 | 78 | 3,7051 | ,45894 | ,05196 |
| | 2,00 | 78 | 2,6795 | ,61356 | ,06947 |
| s10 | 1,00 | 78 | 3,4744 | ,61843 | ,07002 |
| | 2,00 | 78 | 2,0897 | ,68729 | ,07782 |
| s12 | 1,00 | 78 | 3,2821 | ,64259 | ,07276 |
| | 2,00 | 78 | 2,2692 | ,71483 | ,08094 |
| s16 | 1,00 | 78 | 3,4744 | ,57489 | ,06509 |
| | 2,00 | 78 | 2,3205 | ,72959 | ,08261 |
| s21 | 1,00 | 78 | 3,8846 | ,32155 | ,03641 |
| | 2,00 | 78 | 3,2051 | ,56658 | ,06415 |
| s24 | 1,00 | 78 | 3,3205 | ,69308 | ,07848 |
| | 2,00 | 78 | 2,2179 | ,67703 | ,07666 |
| s29 | 1,00 | 78 | 3,7692 | ,50768 | ,05748 |
| | 2,00 | 78 | 2,4231 | 1,03847 | ,11758 |
| s34 | 1,00 | 78 | 3,4872 | ,55229 | ,06253 |
| | 2,00 | 78 | 2,4487 | ,74985 | ,08490 |

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s14 | 1,00 | 78 | 3,7436 | ,49506 | ,05605 |
| | 2,00 | 78 | 2,6538 | ,77000 | ,08719 |
| s36 | 1,00 | 78 | 3,5641 | ,52446 | ,05938 |
| | 2,00 | 78 | 2,6026 | ,76174 | ,08625 |
| s38 | 1,00 | 78 | 3,8462 | ,39729 | ,04498 |
| | 2,00 | 78 | 2,1923 | ,77389 | ,08763 |
| s41 | 1,00 | 78 | 3,4103 | ,67296 | ,07620 |
| | 2,00 | 78 | 1,8205 | ,57533 | ,06514 |
| s49 | 1,00 | 78 | 3,0000 | ,93974 | ,10640 |
| | 2,00 | 78 | 1,6410 | ,70203 | ,07949 |

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s6 | 1,00 | 78 | 2,9615 | ,81292 | ,09205 |
| | 2,00 | 78 | 1,7308 | ,63804 | ,07224 |
| s15 | 1,00 | 78 | 3,4487 | ,61681 | ,06984 |
| | 2,00 | 78 | 2,1026 | ,54866 | ,06212 |
| s19 | 1,00 | 78 | 3,5897 | ,52064 | ,05895 |
| | 2,00 | 78 | 2,3718 | ,60537 | ,06854 |
| s28 | 1,00 | 78 | 3,0769 | ,93655 | ,10604 |
| | 2,00 | 78 | 1,8333 | ,67259 | ,07616 |
| s31 | 1,00 | 78 | 2,6667 | ,81650 | ,09245 |
| | 2,00 | 78 | 1,4872 | ,55229 | ,06253 |

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s22 | 1,00 | 78 | 3,8718 | ,33648 | ,03810 |
| | 2,00 | 78 | 2,5769 | ,52271 | ,05919 |
| s23 | 1,00 | 78 | 3,7821 | ,41552 | ,04705 |
| | 2,00 | 78 | 2,5769 | ,61410 | ,06953 |
| s35 | 1,00 | 78 | 3,9359 | ,24652 | ,02791 |
| | 2,00 | 78 | 2,6154 | ,54010 | ,06115 |

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s1 | 1,00 | 78 | 2,9872 | ,74718 | ,08460 |
| | 2,00 | 78 | 2,0000 | ,36037 | ,04080 |
| s18 | 1,00 | 78 | 3,5256 | ,61843 | ,07002 |
| | 2,00 | 78 | 1,6538 | ,59928 | ,06786 |
| s25 | 1,00 | 78 | 3,3718 | ,64685 | ,07324 |
| | 2,00 | 78 | 1,7821 | ,65757 | ,07446 |

# Reliability Results of the Self-Regulated L2 learning Strategy Use Scale

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,878 | 10 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s27 | 24,0897 | 30,585 | ,635 | ,864 |
| s33 | 24,5513 | 32,817 | ,522 | ,872 |
| s37 | 24,2692 | 32,946 | ,475 | ,875 |
| s40 | 24,2692 | 30,843 | ,631 | ,864 |
| s42 | 24,4615 | 32,250 | ,569 | ,869 |
| s43 | 24,0833 | 31,058 | ,671 | ,861 |
| s48 | 24,2436 | 31,644 | ,616 | ,865 |
| s50 | 24,2564 | 31,108 | ,687 | ,860 |
| s52 | 24,1410 | 32,135 | ,558 | ,869 |
| s53 | 24,2885 | 30,710 | ,659 | ,862 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,853 | 9 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s4 | 24,0256 | 22,580 | ,486 | ,846 |
| s5 | 24,1218 | 21,011 | ,676 | ,829 |
| s10 | 24,5321 | 19,567 | ,679 | ,826 |
| s12 | 24,5385 | 21,476 | ,509 | ,844 |
| s16 | 24,4167 | 20,658 | ,600 | ,835 |
| s21 | 23,7692 | 23,069 | ,509 | ,845 |
| s24 | 24,5449 | 20,482 | ,621 | ,833 |
| s29 | 24,2179 | 19,784 | ,562 | ,842 |
| s34 | 24,3462 | 21,041 | ,579 | ,837 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,801 | 5 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s14 | 11,0385 | 9,353 | ,533 | ,778 |
| s36 | 11,1538 | 9,563 | ,520 | ,782 |
| s38 | 11,2179 | 7,849 | ,677 | ,731 |
| s41 | 11,6218 | 7,940 | ,677 | ,731 |
| s49 | 11,9167 | 8,387 | ,531 | ,783 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,771 | 5 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s6 | 10,2885 | 7,587 | ,506 | ,742 |
| s15 | 9,8590 | 7,180 | ,667 | ,686 |
| s19 | 9,6538 | 7,725 | ,595 | ,714 |
| s28 | 10,1795 | 7,632 | ,438 | ,769 |
| s31 | 10,5577 | 7,642 | ,533 | ,732 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,828 | 3 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s22 | 6,4551 | 1,979 | ,715 | ,734 |
| s23 | 6,5000 | 2,148 | ,589 | ,857 |
| s35 | 6,4038 | 1,907 | ,761 | ,686 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,734 | 3 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s1 | 5,1667 | 3,714 | ,464 | ,757 |
| s18 | 5,0705 | 2,285 | ,632 | ,560 |
| s25 | 5,0833 | 2,567 | ,620 | ,569 |

# Appendix D

**Değerli Katılımcı,**
**Bu ölçeğin amacı, Yabancı Diller Eğitimi bağlamında yabancı dil öğrenme inançlarınızı belirlemektir.**
**Ölçekten elde edilecek sonuçlar bilimsel araştırma için kullanılacaktır.**
**Katılımınız ve yardımlarınız için teşekkürler.**

**Arş. Gör. Sinem DÜNDAR**
**Yabancı Diller Eğitimi Bölümü/ İngiliz Dili Eğitimi ABD**

***Lütfen size uygun olan seçeneği (X) işaretleyiniz.***

| | Fikrim Yok | Kesinlikle Katılmıyorum | Katılmıyorum | Katılıyorum | Kesinlikle Katılıyorum |
|---|---|---|---|---|---|
| 1. Yabancı dili ihtiyacım olduğu için öğrenirim. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 2. Yabancı dil konuşurken kullanılacak sözcük akla gelmezse yerine başka sözcük kullanılması gerektiğini düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 3. Öğrendiğim yabancı dilin dışında başka bir yabancı dil daha öğrenmem gerektiğini düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 4. Yabancı dili öğrenen herkesin öğrendiği o dili rahatlıkla başkalarına da öğretebileceğini düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 5. Öğrendiğim yabancı dilin yapısı ve kendi ana dilimin yapısı arasında ***benzerlikler*** vardır. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 6. Öğrendiğim yabancı dilin yapısı ve kendi ana dilimin yapısı arasında ***farklar*** vardır. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 7. Yabancı dili doğru kullanabilmek için o dilin kültürünü iyi bilmek gerekir. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8. Yabancı dil öğrenirken o dilin kültürünün de benimsendiğini düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9. Anadildeki kuralların öğrenilen yabancı dillere uygulandığı düşüncesindeyim. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. Sistemli bir şekilde çalışmanın yabancı dilde başarıyı arttırdığını düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 11. Yabancı dilde başarılı olursam diğer alanlarda da başarılı olacağımı düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12. Yabancı dilin dünyadaki olayları takip etmek için öğrenildiğini düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13. Yabancı dilin teknolojiden yararlanmak için öğrenildiğini düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 14. Birden fazla yabancı dil konuşan insanların kendilerini daha başarılı hissettiklerini düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 15. Yabancı dil öğrenmenin zor bir süreç olduğunu düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 16. Arkadaş grubundan destek alınırsa yabancı dil öğrenmek kolaylaşır. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 17. İyi bir meslek sahibi olabilmek için birden fazla yabancı dil bilmek gerektiğini düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 18. Yabancı dil bilen insanların hafızalarının kuvvetli olduğunu düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 19. Öğretim elemanından destek alınırsa yabancı dil öğrenmenin kolaylaşacağını düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 20. Yabancı dil öğrenirken çok fazla tekrar yapmak motivasyonumu arttırır. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 21. Yabancı dildeki beceri dersleri programdaki alan derslerine göre beni daha fazla zorlar. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 22. Topluluk önünde yabancı dil konuşmanın sıkıcı olduğunu düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 23. Yabancı dil öğrenebilmek için o dili konuşan insanlarla birlikte olmak önemlidir. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 24. Öğrenilen yabancı dilin/dillerin mezun olduktan sonra kullanılacağını düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 25. Yabancı dil konuşabilen insanların kendine güveni daha fazladır. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 26. Yabancı dilde konuşma becerisini geliştirmek yabancı dilli kullanabilmek için önemlidir. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 27. Yabancı dilde dinleme becerisini geliştirmek yabancı dilli kullanabilmek için önemlidir. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 28. Yabancı dilde kelime bilgisini geliştirmek yabancı dili kullanabilmek için önemlidir. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 29. Yabancı dili ***akıcı*** bir şekilde kullanmak önemlidir. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 30. Yabancı dili ***doğru*** bir şekilde konuşabilmek önemlidir. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 31. İnsanların yabancı dil konuşurken hata yapmaktan korktuğunu düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 32. Öğrendiğim yabancı dili/dillerinin öğretmenlik mesleğinde faydalı olacağını düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 33. Mezun olduktan sonra öğrendiğim yabancı dilde/ dillerde yetkin olacağımı düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 34. Yabancı dil öğretmenlerinin meslek hayatlarında daha avantajlı olduğunu düşünüyorum. | ( ) | ( ) | ( ) | ( ) | ( ) |

# Appendix E

## Factor Analysis Results of Beliefs about L2 Learning Scale

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,687 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1753,558 |
| | df | 561 |
| | Sig. | ,000 |

**Communalities**

| | Initial | Extraction |
|---|---|---|
| s2 | 1,000 | ,264 |
| s3 | 1,000 | ,296 |
| s6 | 1,000 | ,144 |
| s7 | 1,000 | ,274 |
| s8 | 1,000 | ,318 |
| s9 | 1,000 | ,300 |
| s10 | 1,000 | ,147 |
| s11 | 1,000 | ,306 |
| s13 | 1,000 | ,224 |
| s14 | 1,000 | ,257 |
| s15 | 1,000 | ,224 |
| s16 | 1,000 | ,386 |
| s18 | 1,000 | ,343 |
| s21 | 1,000 | ,172 |
| s23 | 1,000 | ,167 |
| s24 | 1,000 | ,234 |
| s25 | 1,000 | ,349 |
| s26 | 1,000 | ,353 |
| s29 | 1,000 | ,237 |
| s31 | 1,000 | ,279 |
| s33 | 1,000 | ,266 |
| s36 | 1,000 | ,243 |
| s37 | 1,000 | ,429 |
| s38 | 1,000 | ,226 |
| s39 | 1,000 | ,243 |
| s40 | 1,000 | ,211 |
| s41 | 1,000 | ,317 |
| s42 | 1,000 | ,238 |
| s43 | 1,000 | ,309 |
| s44 | 1,000 | ,351 |
| s45 | 1,000 | ,292 |
| s46 | 1,000 | ,396 |
| s47 | 1,000 | ,214 |
| s48 | 1,000 | ,219 |

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix[a]**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| s16 | ,605 | -,005 | ,142 |
| s25 | ,574 | -,004 | ,141 |
| s8 | ,562 | -,034 | ,018 |
| s18 | ,552 | -,111 | ,160 |
| s37 | ,544 | ,352 | ,094 |
| s2 | ,484 | ,113 | ,129 |
| s3 | ,482 | -,015 | -,252 |
| s7 | ,468 | ,079 | -,221 |
| s24 | ,418 | ,165 | ,178 |
| s15 | ,405 | ,147 | -,195 |
| s23 | ,405 | -,043 | -,027 |
| s6 | ,346 | ,028 | ,153 |
| s46 | -,230 | ,575 | ,113 |
| s44 | -,023 | ,565 | ,176 |
| s43 | ,113 | ,542 | -,047 |
| s41 | -,157 | ,531 | ,102 |
| s45 | ,147 | ,520 | ,009 |
| s31 | -,195 | ,488 | ,058 |
| s42 | ,163 | ,459 | -,024 |
| s47 | ,179 | ,426 | ,028 |
| s33 | ,014 | ,421 | -,297 |
| s39 | -,204 | ,421 | ,157 |
| s36 | ,220 | ,419 | ,136 |
| s48 | ,172 | ,410 | ,145 |
| s40 | ,080 | ,403 | ,204 |
| s11 | -,077 | -,017 | ,548 |
| s9 | ,101 | ,055 | ,536 |
| s26 | ,305 | ,166 | ,483 |
| s13 | ,091 | ,081 | ,458 |
| s14 | ,224 | -,076 | ,449 |
| s38 | -,230 | ,092 | ,405 |
| s21 | ,078 | ,162 | ,374 |
| s10 | ,048 | ,108 | ,365 |
| s29 | -,210 | ,254 | ,358 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 4,137 | 12,169 | 12,169 | 4,137 | 12,169 | 12,169 | 3,528 | 10,377 | 10,377 |
| 2 | 3,126 | 9,194 | 21,362 | 3,126 | 9,194 | 21,362 | 3,348 | 9,847 | 20,224 |
| 3 | 1,963 | 5,773 | 27,135 | 1,963 | 5,773 | 27,135 | 2,350 | 6,912 | 27,135 |
| 4 | 1,521 | 4,473 | 31,608 | | | | | | |
| 5 | 1,466 | 4,312 | 35,920 | | | | | | |
| 6 | 1,340 | 3,940 | 39,860 | | | | | | |
| 7 | 1,260 | 3,706 | 43,566 | | | | | | |
| 8 | 1,211 | 3,561 | 47,127 | | | | | | |
| 9 | 1,158 | 3,407 | 50,533 | | | | | | |
| 10 | 1,122 | 3,301 | 53,835 | | | | | | |
| 11 | ,999 | 2,939 | 56,773 | | | | | | |
| 12 | ,958 | 2,817 | 59,590 | | | | | | |
| 13 | ,944 | 2,776 | 62,367 | | | | | | |
| 14 | ,927 | 2,726 | 65,092 | | | | | | |
| 15 | ,859 | 2,526 | 67,618 | | | | | | |
| 16 | ,834 | 2,454 | 70,072 | | | | | | |
| 17 | ,827 | 2,432 | 72,504 | | | | | | |
| 18 | ,801 | 2,357 | 74,861 | | | | | | |
| 19 | ,775 | 2,280 | 77,141 | | | | | | |
| 20 | ,764 | 2,248 | 79,389 | | | | | | |
| 21 | ,729 | 2,143 | 81,531 | | | | | | |
| 22 | ,697 | 2,050 | 83,581 | | | | | | |
| 23 | ,664 | 1,953 | 85,534 | | | | | | |
| 24 | ,618 | 1,818 | 87,352 | | | | | | |
| 25 | ,582 | 1,711 | 89,064 | | | | | | |
| 26 | ,524 | 1,542 | 90,606 | | | | | | |
| 27 | ,507 | 1,491 | 92,097 | | | | | | |
| 28 | ,469 | 1,379 | 93,475 | | | | | | |
| 29 | ,440 | 1,294 | 94,769 | | | | | | |
| 30 | ,416 | 1,225 | 95,994 | | | | | | |
| 31 | ,381 | 1,122 | 97,116 | | | | | | |
| 32 | ,354 | 1,040 | 98,156 | | | | | | |
| 33 | ,317 | ,932 | 99,088 | | | | | | |
| 34 | ,310 | ,912 | 100,000 | | | | | | |

Extraction Method: Principal Component Analysis.

# Item Analysis of Beliefs about L2 Learning Scale

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s2 | 1,00 | 75 | 3,8667 | ,34222 | ,03952 |
| | 2,00 | 75 | 3,3733 | ,61012 | ,07045 |
| s3 | 1,00 | 75 | 3,8133 | ,39227 | ,04530 |
| | 2,00 | 75 | 3,1867 | ,63017 | ,07277 |
| s6 | 1,00 | 75 | 3,7733 | ,42149 | ,04867 |
| | 2,00 | 75 | 3,0800 | ,94096 | ,10865 |
| s7 | 1,00 | 75 | 3,9600 | ,19728 | ,02278 |
| | 2,00 | 75 | 3,3867 | ,67570 | ,07802 |
| s8 | 1,00 | 75 | 3,9733 | ,16219 | ,01873 |
| | 2,00 | 75 | 3,3467 | ,72584 | ,08381 |
| s15 | 1,00 | 75 | 3,5200 | ,50296 | ,05808 |
| | 2,00 | 75 | 2,8133 | ,84938 | ,09808 |
| s16 | 1,00 | 75 | 3,9200 | ,27312 | ,03154 |
| | 2,00 | 75 | 2,9600 | ,50511 | ,05832 |
| s18 | 1,00 | 75 | 3,9733 | ,16219 | ,01873 |
| | 2,00 | 75 | 3,1067 | ,90901 | ,10496 |
| s23 | 1,00 | 75 | 3,8267 | ,41503 | ,04792 |
| | 2,00 | 75 | 3,0267 | ,83784 | ,09675 |
| s24 | 1,00 | 75 | 3,8533 | ,35616 | ,04113 |
| | 2,00 | 75 | 2,3733 | 1,21670 | ,14049 |
| s25 | 1,00 | 75 | 3,9467 | ,22621 | ,02612 |
| | 2,00 | 75 | 3,1600 | ,77180 | ,08912 |
| s37 | 1,00 | 75 | 3,8667 | ,34222 | ,03952 |
| | 2,00 | 75 | 2,9200 | ,85044 | ,09820 |

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s31 | 1,00 | 75 | 2,3867 | ,98493 | ,11373 |
| | 2,00 | 75 | 1,0933 | ,85698 | ,09896 |
| s33 | 1,00 | 75 | 3,1200 | ,73448 | ,08481 |
| | 2,00 | 75 | 2,4400 | ,97593 | ,11269 |
| s36 | 1,00 | 75 | 3,6133 | ,51710 | ,05971 |
| | 2,00 | 75 | 2,6533 | 1,24654 | ,14394 |
| s39 | 1,00 | 75 | 2,0400 | ,92181 | ,10644 |
| | 2,00 | 75 | 1,0933 | ,70084 | ,08093 |
| s40 | 1,00 | 75 | 2,9867 | ,66766 | ,07709 |
| | 2,00 | 75 | 2,0533 | 1,18428 | ,13675 |
| s41 | 1,00 | 75 | 2,4000 | ,77110 | ,08904 |
| | 2,00 | 75 | 1,2933 | ,92668 | ,10700 |
| s42 | 1,00 | 75 | 3,3467 | ,70698 | ,08163 |
| | 2,00 | 75 | 2,7600 | 1,11307 | ,12853 |
| s43 | 1,00 | 75 | 3,2667 | ,64375 | ,07433 |
| | 2,00 | 75 | 2,2533 | 1,17512 | ,13569 |
| s44 | 1,00 | 75 | 3,0267 | ,59214 | ,06837 |
| | 2,00 | 75 | 1,3200 | 1,18732 | ,13710 |
| s45 | 1,00 | 75 | 3,2133 | ,75861 | ,08760 |
| | 2,00 | 75 | 2,1467 | 1,13535 | ,13110 |
| s46 | 1,00 | 75 | 2,4000 | ,86992 | ,10045 |
| | 2,00 | 75 | 1,1200 | ,86930 | ,10038 |
| s47 | 1,00 | 75 | 3,3067 | ,65705 | ,07587 |
| | 2,00 | 75 | 2,1867 | 1,52185 | ,17573 |
| s48 | 1,00 | 75 | 3,2800 | ,72708 | ,08396 |
| | 2,00 | 75 | 1,9733 | 1,45168 | ,16763 |

**Group Statistics**

| | grup | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| s9 | 1,00 | 75 | 3,4267 | ,61892 | ,07147 |
| | 2,00 | 75 | 1,9733 | 1,37520 | ,15879 |
| s10 | 1,00 | 75 | 3,1333 | ,70391 | ,08128 |
| | 2,00 | 75 | 2,0800 | 1,15968 | ,13391 |
| s11 | 1,00 | 75 | 3,2667 | ,66441 | ,07672 |
| | 2,00 | 75 | 2,2533 | ,97389 | ,11246 |
| s13 | 1,00 | 75 | 3,3867 | ,76923 | ,08882 |
| | 2,00 | 75 | 1,7733 | 1,40051 | ,16172 |
| s14 | 1,00 | 75 | 3,5733 | ,61892 | ,07147 |
| | 2,00 | 75 | 2,4267 | 1,18747 | ,13712 |
| s21 | 1,00 | 75 | 3,2800 | ,60538 | ,06990 |
| | 2,00 | 75 | 2,1600 | 1,24162 | ,14337 |
| s26 | 1,00 | 75 | 3,7333 | ,60030 | ,06932 |
| | 2,00 | 75 | 2,6800 | 1,06745 | ,12326 |
| s29 | 1,00 | 75 | 2,5067 | ,96385 | ,11130 |
| | 2,00 | 75 | 1,5200 | 1,06998 | ,12355 |
| s38 | 1,00 | 75 | 2,5067 | 1,00503 | ,11605 |
| | 2,00 | 75 | 1,4400 | ,77529 | ,08952 |

# Reliability Results of Beliefs about L2 Learning Scale

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,819 | 12 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s2 | 37,8933 | 23,881 | ,500 | ,805 |
| s3 | 38,0133 | 23,705 | ,472 | ,806 |
| s6 | 38,0867 | 23,959 | ,288 | ,822 |
| s7 | 37,8400 | 23,988 | ,457 | ,807 |
| s8 | 37,8533 | 23,482 | ,511 | ,803 |
| s15 | 38,3467 | 23,275 | ,398 | ,812 |
| s16 | 38,0733 | 22,471 | ,673 | ,791 |
| s18 | 37,9733 | 22,697 | ,479 | ,804 |
| s23 | 38,0867 | 23,006 | ,443 | ,808 |
| s24 | 38,4000 | 20,188 | ,512 | ,808 |
| s25 | 37,9600 | 22,763 | ,553 | ,799 |
| s37 | 38,1200 | 22,120 | ,546 | ,798 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,831 | 13 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s31 | 29,6467 | 57,881 | ,517 | ,817 |
| s33 | 28,6067 | 61,556 | ,384 | ,826 |
| s36 | 28,2533 | 59,291 | ,461 | ,821 |
| s39 | 29,8200 | 60,350 | ,461 | ,821 |
| s40 | 28,8667 | 59,687 | ,435 | ,822 |
| s41 | 29,5400 | 58,626 | ,537 | ,816 |
| s42 | 28,3333 | 60,761 | ,414 | ,824 |
| s43 | 28,6267 | 58,531 | ,507 | ,817 |
| s44 | 29,2133 | 55,109 | ,599 | ,810 |
| s45 | 28,7067 | 58,262 | ,507 | ,817 |
| s46 | 29,6267 | 58,142 | ,528 | ,816 |
| s47 | 28,6400 | 57,963 | ,423 | ,825 |
| s48 | 28,7600 | 57,633 | ,431 | ,824 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,731 | 9 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| s9 | 20,8600 | 25,651 | ,446 | ,700 |
| s10 | 20,9533 | 27,884 | ,352 | ,716 |
| s11 | 20,8000 | 27,383 | ,471 | ,698 |
| s13 | 20,9800 | 25,402 | ,416 | ,708 |
| s14 | 20,5600 | 26,772 | ,450 | ,700 |
| s21 | 20,8400 | 27,223 | ,396 | ,709 |
| s26 | 20,3533 | 27,868 | ,397 | ,709 |
| s29 | 21,5467 | 27,605 | ,359 | ,716 |
| s38 | 21,5867 | 27,747 | ,392 | ,710 |

# Appendix F
# Identity Knowledge Questinnaire
# (Turkish Version)

**Değerli Katılımcı,**
**Bu anketin amacı, genel anlamda kimlik bilgileriniz hakkında bilgi elde etmektir.**
**Anketten elde edilecek sonuçlar bilimsel araştırma için kullanılacaktır.**
**Katılımınız ve yardımlarınız için teşekkürler.**

**Arş. Gör. Sinem DÜNDAR**
**Yabancı Diller Eğitimi Bölümü/ İngiliz Dili Eğitimi ABD**

1. **Adınız- Soyadınız:.....**
2. **Yaşınız:** ( ) 17-19 yaş ( ) 20-23 yaş ( ) 24-27 yaş ( ) 27 ve üstü yaş
3. **Cinsiyetiniz:** ( ) K ( ) E
4. **Doğum yeriniz:** ( ) Türkiye ( ) Diğer
5. **Hangi tür liseden mezun oldunuz?** ( ) Genel Lise ( ) Anadolu Lisesi ( ) Öğretmen Lisesi ( ) Fen Lisesi ( ) Mesleki-Teknik Lise ( ) Diğer
6. **Bölümünüz:** ( ) Almanca Öğretmenliği ( ) İngilizce Öğretmenliği
7. **Annenizin Eğitim durumu:** ( ) İlkokul ( ) Ortaokul ( ) Lise ( ) Ön Lisans ( ) Lisans ( ) Lisansüstü ( ) Okur-yazar Değil
8. **Babanızın Eğitim Durumu?** ( ) İlkokul ( ) Ortaokul ( ) Lise ( ) Ön Lisans ( ) Lisans ( ) Lisansüstü ( ) Okur-yazar Değil
9. **Kardeş Sayınız:** ( ) Tek Çocuk ( ) 1 kardeş ( ) 2 kardeş ( ) 3 kardeş ( ) 4 ve üstü
10. **Üniversiteye kayıt yaptırmadan önce ağırlıklı olarak yaşadığınız yerleşim birimi:** ( ) Köy ( ) Belde ( ) İlçe ( ) İl
11. **Ailenizin gelir durumu:** ( ) Asgari ücret (1000 TL) ve altı ( ) 801 ve 2500 TL ( ) 2500 TL üstü
12. **Annenizin mesleği: ……..…….**
13. **Babanızın mesleği: ……..**
14. **Ailenizde yabancı dil bilen var mı?** Evet ( ) Hayır ( )
15. **Yaşadığınız evde yabancı dil konuşulur mu?**
    Evet ( ) Hayır ( )
16. **Üniversite öncesi iyi bir eğitim aldığınızı düşünüyor musunuz?**
    ( ) Evet ( ) Kısmen ( ) Hayır
17. **Bildiğiniz yabancı dil sayısı:**
    ( ) 1 ( ) 2 ( ) 3 ( ) 4 ve üstü
18. **Trakya Üniversitesi bünyesinde herhangi bir sosyal etkinlikte (halk oyunları, tiyatro topluluğu, spor etkinlikleri vb.) yer alıyor musunuz?** ( ) Evet ( ) Hayır

# Appendix G
# Identity Knowledge Questinnaire
# (English Version)

**Dear Participant,**
**The purpose of this questionnaire is to get information about your identity.**
**Data gathered through this questionnaire will be used for scientific research.**
**Thanks for your contribution.**
**Ress. Assist. Sinem DÜNDAR**
**Department of FLE/ ELT Division**

**1. Name-Surname:.....**

**2 Age:** ( ) 17-19 ( ) 20-23 ( ) 24-27 ( ) 27 and above

**3. Gender:** ( ) F ( ) M

**4. Place of Birth:** ( ) Turkey ( ) Other

**5.Type of High School Graduated:** ( ) General High School ( ) Anatolian High School ( ) Teacher High School ( ) Science High School ( ) Vocational- Technical High School ( ) Other

**6. Department:** ( ) German Language Teaching ( ) English Language Teaching

**7.Educational Background of Your Mother:** ( ) Primary School ( ) Secondary School ( ) High School ( ) Associate Degree ( ) Undergraduate ( ) Graduate ( ) Illiterate

**8. Educational Background of Your Father:** ( ) Primary School ( ) Secondary School ( ) High School ( ) Associate Degree ( ) Undergraduate ( ) Graduate ( ) Illiterate

**9.Number Sisters/Brothers:** ( ) Only child ( ) 1 ( ) 2 ( ) 3 ( ) 4 and above

**10. Place lived before attending university:** ( ) Village ( ) Town ( ) District ( ) City

**11.Income of Your Family :** ( ) Minimum wage (1000 TL) and below ( ) 1001 ve 2500 TL ( ) 2500 TL and above

**12.Profession of Your Mother : ……..…….**

**13. Profession of Your Father: ……..**

**14. Do your family members speak foreign language(s)?** Yes ( ) No ( )

**15. Is foreign language spoken at your home?**

Yes ( ) No ( )

**16. Do you think that you had a good education before university?**

( ) Yes ( ) Partially ( ) No

**17. Number of languages you know:**

( ) 1 ( ) 2 ( ) 3 ( ) 4 and above

**18. Do you take part in any social activities (folk dances, theatre, sports activities, etc.) in Trakya University?** ( ) Yes ( ) No

## Appendix H
## Interview Questions
## (Turkish Version)

**1.** Yabancı dil öğrenirken ne gibi engellerle karşılaşıyorsunuz?

**2.** Karşılatığınız bu engelleri aşmak için neler yapıyorsunuz?

**3.** Yabancı dil öğrenirken öz-düzenlemeli yabancı dil öğrenme stratejileri kullandığınızı düşünüyor musunuz?

Kullanıyorsanız; genel anlamda hangi stratejileri kullanmayı tercih edersiniz?

Kullanmıyorsanız, neden strateji kullanmayı tercih etmezsiniz?

**4.** Öz- düzenlemeli dil öğrenme stratejileri kullanmanızda/ kullanmamanızda sizce neyin etkisi var?

**5.** Yabancı dil öğrenme stratejileri kullanmanın yabancı dil öğrenmede faydalı olduğunu düşünüyor musun? Neden?

**6.** Kendinizi iyi bir dil öğreneni olarak görüyor musunuz? Neden?

## (English Version)

**1.** What difficulties do you experience in L2 Learning?

**2.** How do you deal with your problems in L2 learning process?

**3.** Do you think that you use self-regulated L2 learning strategies?

**4.** What are the factors that influence you to use self-regulatory L2 learning strategies?

**5.** Do you think that it is useful to use self-regulated L2 learning strategies in L2 learning ?

**6.** Would you consider yourself as a good language learner? Why / Why not?

# Appendix I
# Sample Interview with More Frequent Strategy User

## Interviewer Schedule

| | |
|---|---|
| **Interviewer: Sinem Dündar** | **Date: May 22, 2015** |
| **Interviewee: S3** | **Duration: 20 min.** |

## Introduction

I'm doing research for my PhD study "Investigating Factors Related to the Use of Self-Regulated L2 Learning Strategies in a Foreign Language Education Context". By depending on the results of the scales you filled out at the beginning of the term, I would like to ask you a few questions regarding your self-regulated L2 learning strategy use in language learning process. Your answers will shed light on understanding strategy use in FLE context. Your names will be kept confidential, so you may express your ideas openly. This interview will nearly take about 20-30 min. Thanks for your contribution.

## Interview Questions

**1.** What difficulties do you experience in L2 Learning?

**S3.** I generally have a problem with the methods applied by my instructors. Because every instructor has his/her own methods, and these methods may not appeal to the students. For this reason, I have a problem with this case.

**2.** How do you deal with your problems in L2 learning process?

**S3.** To overcome this problem, I get in contact with my instructors or my friends; so comprehend better by getting help from them.

**3.** Do you think that you use self-regulated L2 learning strategies?

**S3.** Yes, I think I use them. I think I usually use SI strategies and meta-SI strategies. Because I think I learn better by communicating with people or watching films, etc.

**4.** What are the factors that influence you to use self-regulatory L2 learning strategies?

**S3.** I myself is actually the factor affecting strategy use. I am a social person; I like getting in contact with people, communicating with people both in my mother tongue and foreign language.

**5.** Do you think that it is useful to use self-regulated L2 learning strategies in L2 learning?

**S3.** In my opinion, it is a very effective way of learning. Namely, it is very useful for my studies. I don't know what my friends think about this, but I have experienced the benefits of using strategies.

**6.** Would you consider yourself as a good language learner? Why / Why not?

**S3.** I do not think I study hard, but I think I am a good learner, because I learn through communication, interacting with other people, not through reading, or studying harder....

## Appendix J
## Sample Interview with Less Frequent Strategy User

### Interviewer Schedule

| | |
|---|---|
| **Interviewer: Sinem Dündar** | **Date:May 14, 2015** |
| **Interviewee: S8** | **Duration: 30 min.** |

**Interview Questions**

**1.** What difficulties do you experience in L2 Learning?

**S8.** When I come across unknown words, I always look up the dictionary for their meanings. My instructors usually imply the important subjects that we should pay attention during lectures. However, I think the difficulty I have with foreign language studies stems from my lack of vocabulary knowledge, and I have problems if I don't concentrate on the things explained during lectures.

**2.** How do you deal with your problems in L2 learning process?

**S8.** I should attend lectures, and listen to my instructors carefully. I should summarize after I listen to explanations of my instructors, and I should regularly study.

**3.** Do you think that you use self-regulated L2 learning strategies?

**S8.** Yes, I think I absolutely use affective strategies as I try not to get demotivated while speaking a foreign language. I am not afraid of making mistakes, because I have self-confidence, making mistakes is a natural process. It does not matter to me when someone makes a mistake while using a language. I don't matter if someone makes a grammar mistake here, or pronounces the word in a wrong way, etc. I use cognitive strategies as well. I give myself tasks such memorizing 20 words, or sometimes 50 words per day. I also use affective strategies. I listen to classical music before studying. This makes me feel relaxed, and I study better then.

**4.** What are the factors that influence you to use self-regulatory L2 learning strategies?

**S8.** First of all, I know, for instance using affective strategies makes me successful. I feel better and concentrate more on my studies when I listen to relaxing, or classical music as I'm interested in listening to music. For this reason, while studying, doing things that interest me improve my learning.

-Do you mean, knowing your interests and reflecting them on your studies guide you to use strategies?

**S8.** Yes, I actually decide which strategies to use according to my interests.

**5.** Do you think that it is useful to use self-regulated L2 learning strategies in L2 learning?

**S8.** Yes, I think they are useful. Because I use strategies and realize that they enhance my learning as I learn better, learning becomes efficient. For this reason, I strongly advise my friends to use strategies.

**6.** Would you consider yourself as a good language learner? Why / Why not?

**S8.** I don't consider myself as a good language learner; because I think I don't study hard and regularly. But I hope I will become a good language learner as I will try to do my best later on. I am now a second-year student; I have explained how I study in the previous questions. I believe that I will learn better and consider myself as a good language learner in the future by studying more.

# Appendix K

T.C.
TRAKYA ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ DEKANLIĞI

Sayı : 32360368-303.99/6297
Konu :

EDİRNE
Tarih 26-11-2014

**YABANCI DİLLER EĞİTİMİ BÖLÜM BAŞKANLIĞINA**

**İlgi:** 24.11.2014 tarih ve 45431284-199-232 sayılı yazınız.

Bölümünüz öğretim elemanlarından Arş.Gör.Sinem DÜNDAR'ın Almanca ve İngilizce Öğretmenliği programında okuyan öğrencilere anket uygulama isteği Dekanlığımızca uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Yrd.Doç.Dr.Tuncay ÖZTÜRK
Dekan Yardımcısı
Dekan a.

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