# THE EFFECT OF THE RELATIONSHIP BETWEEN LEARNING AND TEACHING STRATEGIES ON ACADEMIC ACHIEVEMENT

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**Abstract:** The purpose of this study is (1) to identify the strategies used by the students and the teachers in the School of Foreign Languages at Erciyes University, (2) to find out whether there is a difference between the strategies used by the two groups, (3) to investigate the effect of the students' gender, age and department on their strategy preferences, (4) to see the relationship between the language learning strategies of the learners and their academic success, and (5) to investigate the effect of the relationship between the language learning strategies of the students and language teaching strategies of teachers on the academic achievement of the students. A statistically significant difference was found among all types of strategies used by the learners and the teachers. While the relationship between the compensation strategy and the academic success of the students was statistically significant, the affective strategy was found to have a negative meaningful relation with the academic success of the students. No relationship was found between the other strategies and the learners' academic success. However, the mostly favoured strategies used by both the students and the teachers were metacognitive strategies and compensation strategies. At the end of the present study some recommendations for foreign language teachers to use these strategies effectively were made.

**Key Words:** Learning Strategies, Foreign Language Learning Strategies, Foreign Language Teaching Strategies, Academic Achievement

**Özet:** Bu çalışmanın amacı (1) Erciyes Üniversitesi Yabancı Diller Yüksekokulu'nda öğrenim gören öğrenciler ve görev yapan okutmanların hangi yabancı dil öğrenim ve öğretim stratejilerini kullanıldıklarını belirlemek, (2) iki grup arasında kullanılan stratejiler açısından fark olup olmadığını saptamak, (3) öğrencilerin kullandıkları dil öğrenme stratejileri ile yaşları, cinsiyetleri ve bölümleri arasındaki ilişkiyi görmek, (4) öğrencilerin kullandıkları dil öğrenme stratejileri ile başarı puanları arasındaki ilişkiyi görmek, ve (5) yabancı dil öğrencilerinin kullandıkları dil öğrenme stratejileri ile derslerine giren yabancı dil öğretmenlerinin kullandıkları dil öğretme stratejileri arasındaki ilişkinin öğrencilerin akademik başarısına etkisini araştırmaktır. Tüm strateji kullanımları için öğrenciler ve öğretmenler arasında istatistiksel olarak anlamlı bir fark bulunmuştur. Telafi stratejileri ile başarı arasındaki ilişki pozitif yönde anlamlı çıkarken, duygusal stratejiler ile başarı arasında negatif yönde anlamlı bir ilişki bulunmuş, geri kalan dört strateji ile başarı arasında önemsenecek bir ilişki bulunmamıştır. Ancak, çalışmaya katılan öğrenciler ile öğretmenlerinin en çok tercih edip kullandıkları stratejiler bilişüstü ve telafi stratejileri olarak tespit edilmiştir. Çalışmanın sonunda bu stratejilerin etkin kullanımları için bazı öneriler getirilmiştir.

**Anahtar Sözcükler:** Öğrenme Stratejileri, Yabancı Dil Öğrenme Stratejileri, Yabancı Dil Eğitimi Stratejileri, Akademik Başarı

## 1. INTRODUCTION

Strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information (Brown, 2007:119). Similarly, Chamot (2004:14) describes learning strategies as the thoughts and actions that individuals use to accomplish a learning goal. From the definitions of learning strategies offered by different researchers, Lessard-Clouston (1997) concluded that learning strategies are involved in all learning, regardless of the content and context.

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Good language learners use a variety of strategies to assist them in gaining command over new language skills (O'Malley, Chamot, Stewner-Manzaranes, Russo and Küpper, 1985:557-558). However, Hişmanoğlu (2000) claims that there is always the possibility that bad language learners can also use the same language learning strategies while becoming unsuccessful. These authors emphasize that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play an important role in success.

In his study, Alptekin (2007) investigated the tutored language learning of English in a formal setting and the non-tutored acquisition of Turkish in a non-formal setting by international university students and concluded that compensation as a direct learning strategy seems to be the one most frequently deployed in both tutored and naturalistic learning. A similar study conducted by Yapıcı and Bada (2004) to examine the use of individual metacognitive, cognitive and social/affective strategies among postgraduate students. The results of their study indicated that regardless of their educational background, all postgraduate students needed to be trained in the use of language learning strategies and the educational background can be a factor affecting the preference of language learning strategies (LLS).

Bekleyen (2006) investigated the language learning strategy levels of the English teacher candidates in terms of their gender, class levels and high schools. It was concluded that female students use more language learning strategies than male students and a statistically significant difference was not found between the school types and the students' use of language learning strategies. Moreover, a significant difference was found between the strategy use of 1st grade students and the strategy use of 4th grade students, which led to the conclusion that the use of strategy generally improves through the 4th grade.

## 1.1 The classification of language learning strategies

It is seen that the classification of language learning strategies differs from one researcher to the other. The classification of O'Malley et al. (1985) includes cognitive, metacognitive and social/affective strategies. Different from the others, Brown (2007) divides the strategies into two groups as learning strategies and communication strategies. While learning strategies consist of cognitive, metacognitive and social/affective strategies, compensation and avoidance strategies are seen in the communication strategies group.

The classification used in most of the studies is the classification of Erhman and Oxford (1990). In this classification, from which we have also benefited for our study, strategies are first divided into two as direct and indirect strategies. Indirect strategies include metacognitive, affective and social strategies while direct strategies involve cognitive, memory and compensation strategies. Oxford and Crookall (1989:404) describes the strategies as in the following;

- **Cognitive Strategies**–skills that involve manipulation or transformation of the language in some direct way through reasoning, analysis, note taking, functional practice in naturalistic settings, formal practice with structures and sounds, etc.
- **Memory Strategies**–techniques to help store new information in memory and retrieve it later
- **Compensation Strategies**–behaviours used to compensate for missing knowledge of some kind such as inferencing (guessing) while listening or reading, or using synonyms or circumlocution while speaking or writing.

- **Metacognitive Strategies**–behaviours used for centering, arranging, planning, and evaluating one's learning. These "beyond-the-cognitive" strategies are used to provide "executive control" over the learning process.
- **Affective Strategies**–techniques like self-reinforcement and positive self-talk which help learners gain better control over their emotions, attitudes, and motivations related to language learning.
- **Social Strategies**–actions involving other people in the language learning process. Examples are questioning, cooperating with peers, and developing empathy.

## 2. METHOD
### 2.1 Research Questions
In this study, answers to the following questions were investigated:

1. Which language learning strategies do the students in the School of Foreign Languages at Erciyes Üniversity use?
2. Which language teaching strategies do the English language instructors in the School of Foreign Languages at Erciyes Üniversity use?
3. Is there a significant difference between the students and their English language instructors in terms of the strategy use?
4. How do the students' gender, age and department affect their strategy preferences?
5. Is there a correlation between the language learning strategies used by the students and their academic achievement?
6. How does the relationship between the strategies used by the students and the instructors affect the academic achievement of the students?

### 2.2 Subjects
The subjects of this study were preparatory class students at School of Foreign Languages at Erciyes University. 263 day students (105 girls and 158 boys) whose ages changed from 16 to 25 and 32 foreign language instructors (21 female and 11 male) at the age of 24 and over participated in the study. Of the 263 students, 116 of them are from the departments of Social Sciences and 147 of them are students at the departments of Applied Sciences. The level of the students is intermediate level and their classes include students from different departments.

There are four courses including A, B, C, and D in the school and these courses are determined according to the academic achievement of the students. The pilot study was conducted with 9 night D classes since the number of students in other night courses was not enough for the study. Therefore, 15 of 27 day classes (D courses) were chosen randomly to participate in the study.

### 2.3 The Instruments
In the study, the researchers designed and developed a questionnaire that includes 80 items related to language learning strategies by largely benefiting from the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990). The researchers also made use of the literature and the classification of O'Malley et al. (1985). After having consulted pedagogy instructors and foreign language lecturers, 50 of the items were decided to be used in the study. Finally, a 5-point Likert type scale with 50 items was developed. Eight of these items measure metacognitive strategies, 6 of them tries to see which compensation strategies are used, 6 of them are related to the use of affective strategies, 6 of them investigate the use of

social strategies, eight of them measure the use of memory and the last 16 items try to find out which cognitive strategies are used.

The scale was developed into two forms; one to be used for the instructors and the other for the students. While the scale for the instructors was prepared in English, the language of the scale for the students was Turkish, their native language, with the aim of increasing its intelligibility and preventing any misunderstandings.

A pilot study using the scales prepared was completed at both School of Foreign Languages at Erciyes University and TOBB Economy and Technology University.  The scale for the students was administered to 152 night students from D course. This process was followed by the application of the scale for the instructors.  Since the number of the foreign language instructors was limited, the scale was applied to 33 instructors at TOBB Economy and Technology University.  Cronbach alpha reliability coefficients were calculated to determine reliability of the instruments.  Cronbach alpha reliability coefficient for the scale administered to the students was found  0.88 and it was 0.89 for the scale administered to the teachers.

## 3. DATA ANALYSIS AND DISCUSSION

In order to collect data the students and their foreign language instructors were given language learning strategy questionnaire mentioned above and the academic achievement of the students was correlated with the results obtained from this questionnaire.

The students at the School of Foreign Languages were placed in their classes according to their averages before the second term.  Therefore, the average of their first and second monthly exams of the second term was calculated and involved in the study. Since the students' grammar and reading were only tested in the first monthly exam, their grammar and reading grades of the second monthly exam were calculated for the study although the exam included writing, too.

The data analysis was done by using SPSS 13.0.  In order to find out which language learning strategies the students and their teachers use, the percentages of these strategies were calculated.  Whether there was a difference in the use of the strategies between the two groups was investigated by conducting independent samples t-test due to the difference in the number of the students (263) and the teachers (32) who participated in the study. The correlation was examined to find out if there was a relation between the strategies the students use and their academic achievements.

The results of the data analysis are presented in the order of the research questions:

### 3.1 Which Language Learning and Teaching Strategies Do The Students and Foreign Language Instructors in the School of Foreign Languages at Erciyes University Use?

The strategies used by the students and their teachers were examined in six separate sections. In each section, the strategies which were used by these subjects the most and the least were discussed.

### 3.1.1 Memory Strategies

Table 1. The Percentages of the Memory Strategies Used by Students and the Foreign Language Instructors

| | Strongly Disagree | | | | Disagree | | | | Undecided | | | | Agree | | | | Strongly Agree | | | |
|------|--------|------|------|------|--------|------|------|------|--------|------|------|------|--------|------|------|------|--------|------|------|------|
| | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Q2 | 8 | 3,0 | | | 28 | 10,6 | | | 49 | 18,6 | | | 124 | 47,1 | 10 | 31,3 | 54 | 20,5 | 22 | 68,8 |
| Q5 | 114 | 43,3 | | | 85 | 32,3 | 4 | 12,5 | 28 | 10,6 | 11 | 34,4 | 24 | 9,1 | 13 | 40,6 | 12 | 4,6 | 4 | 12,5 |
| Q10 | 16 | 6,1 | | | 69 | 26,2 | | | 52 | 19,8 | 1 | 3,1 | 90 | 34,2 | 5 | 15,6 | 36 | 13,7 | 26 | 81,3 |
| Q15 | 34 | 12,9 | | | 63 | 24,0 | | | 62 | 23,6 | | | 72 | 27,4 | 8 | 25,0 | 32 | 12,2 | 24 | 75,0 |
| Q20 | 57 | 21,7 | | | 82 | 31,2 | 7 | 21,9 | 49 | 18,6 | 7 | 21,9 | 51 | 19,4 | 12 | 37,5 | 24 | 9,1 | 6 | 18,8 |
| Q25 | 27 | 10,3 | | | 78 | 29,7 | 6 | 18,8 | 67 | 25,5 | 3 | 9,4 | 68 | 25,9 | 16 | 50,0 | 23 | 8,7 | 7 | 21,9 |
| Q36 | 22 | 8,4 | | | 39 | 14,8 | 3 | 9,4 | 47 | 17,9 | 4 | 12,5 | 104 | 39,5 | 11 | 34,4 | 51 | 19,4 | 14 | 43,8 |
| Q49 | 28 | 10,6 | | | 51 | 19,4 | | | 48 | 18,3 | 6 | 18,8 | 101 | 38,4 | 15 | 46,9 | 35 | 13,3 | 11 | 34,4 |

The findings in Table 2 indicate that the memory strategy which the students use most is the second item: "I think of relationships between what they already know and new things they learn in English." The other two mostly used strategies are related to pronunciation: the 36th item "I connect the sound of a new English word and an image or picture of the word to help them remember the word." and the 49th item, "I relate the sound of a new English word to the sound of a familiar."

About the memory strategies which are used least by the students, the 5th and the 20th items seem to give information as 199 students disagreed with the 5th item and 139 students did not agree with the 20th item. These strategies are using flashcards and rhymes to remember new English words. However, when we look at the percentages of the teachers who use these two memory strategies in their classes, we see that 53,1 % teachers encourage their students to use flashcards and 56,3 % teachers make use of rhymes in their classes to help the students remember new English words. This dissimilarity in the least used memory strategies exists also in the most used strategies. Most of the teachers encourage their students to use new English words in a sentence, so they can remember them and review English lessons often.

### 3.1.2 Compensation Strategies

Table 2. The Percentages of the Compensation Strategies Used by Students and the Foreign Language Instructors

| | Strongly Disagree | | | | Disagree | | | | Undecided | | | | Agree | | | | Strongly Agree | | | |
|------|--------|------|------|------|--------|------|------|------|--------|------|------|------|--------|------|------|------|--------|------|------|------|
| | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Q3 | 28 | 10,6 | 1 | 3,1 | 59 | 22,4 | 7 | 21,9 | 68 | 25,9 | 5 | 15,6 | 82 | 31,2 | 10 | 31,3 | 26 | 9,9 | 9 | 28,1 |
| Q7 | 39 | 14,8 | | | 60 | 22,8 | 2 | 6,3 | 86 | 32,7 | 7 | 21,9 | 68 | 25,9 | 15 | 46,9 | 10 | 3,8 | 8 | 25,0 |
| Q14 | 12 | 4,6 | | | 25 | 9,5 | | | 37 | 14,1 | | | 130 | 49,4 | 5 | 15,6 | 59 | 22,4 | 27 | 84,4 |
| Q19 | 2 | 0,8 | | | 12 | 4,6 | | | 27 | 10,3 | | | 150 | 57,0 | 9 | 28,1 | 72 | 27,4 | 23 | 71,9 |
| Q29 | 18 | 6,8 | | | 44 | 16,7 | | | 54 | 20,5 | 7 | 21,9 | 98 | 37,3 | 20 | 62,5 | 49 | 18,6 | 5 | 15,6 |
| Q34 | 14 | 5,3 | | | 35 | 13,3 | | | 39 | 14,8 | | | 111 | 42,2 | 8 | 25,0 | 64 | 24,3 | 24 | 75,0 |

Table 2 points out a similarity between the students and their teachers since the 19th, 14th and 34th items are the strategies used by both most of the students (Q19; n=222, 84,4 %, Q14; n= 189, 72,3 %, and Q34; n=175, 66,5 %) and all of the teachers. These compensation strategies are making guesses to understand unfamiliar English words, using a word or phrase that means the same thing when they can't think of an English word and not trying to understand every single word, but trying to guess the meaning. As to the analysis of Table 2, it can be said that the students do not try to guess what the other person will say next in English (Q7; n=99, 37,6 %).

### 3.1.3 Cognitive Strategies

Table 3. The Percentages of the Cognitive Strategies Used by Students and the Foreign Language Instructors

| | Strongly Disagree | | | | Disagree | | | | Undecided | | | | Agree | | | | Strongly Agree | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Q4 | 30 | 11,4 | 1 | 3,1 | 67 | 25,5 | 3 | 9,4 | 35 | 13,3 | 3 | 9,4 | 95 | 36,1 | 15 | 46,9 | 36 | 13,7 | 10 | 31,3 |
| Q11 | 17 | 6,5 | | | 44 | 16,7 | | | 34 | 12,9 | 2 | 6,3 | 88 | 33,5 | 6 | 18,8 | 80 | 30,4 | 24 | 75,0 |
| Q17 | 13 | 4,9 | | | 13 | 4,9 | | | 20 | 7,6 | 2 | 6,3 | 81 | 30,8 | 9 | 28,1 | 136 | 51,7 | 21 | 65,6 |
| Q22 | 27 | 10,3 | | | 59 | 22,4 | | | 41 | 15,6 | 2 | 6,3 | 98 | 37,3 | 15 | 46,9 | 38 | 14,4 | 15 | 46,9 |
| Q26 | 20 | 7,6 | | | 62 | 23,6 | 1 | 3,1 | 51 | 19,4 | 1 | 3,1 | 99 | 37,6 | 16 | 50,0 | 31 | 11,8 | 14 | 43,8 |
| Q30 | 17 | 6,5 | | | 39 | 14,8 | 1 | 3,1 | 54 | 20,5 | 5 | 15,6 | 114 | 43,3 | 16 | 50,0 | 39 | 14,8 | 10 | 31,3 |
| Q32 | 58 | 22,1 | | | 90 | 34,2 | | | 45 | 17,1 | 6 | 18,8 | 46 | 17,5 | 8 | 25,0 | 24 | 9,1 | 18 | 56,3 |
| Q33 | 36 | 13,7 | | | 66 | 25,1 | 1 | 3,1 | 56 | 21,3 | | | 81 | 30,8 | 13 | 40,6 | 24 | 9,1 | 18 | 56,3 |
| Q39 | 108 | 41,1 | | | 96 | 36,5 | 2 | 6,3 | 31 | 11,8 | 5 | 15,6 | 24 | 9,1 | 15 | 46,9 | 4 | 1,5 | 10 | 31,3 |
| Q40 | 32 | 12,2 | | | 44 | 16,7 | | | 46 | 17,5 | 11 | 34,4 | 99 | 37,6 | 12 | 37,5 | 42 | 16,0 | 9 | 28,1 |
| Q41 | 23 | 8,7 | 1 | 3,1 | 37 | 14,1 | 4 | 12,5 | 45 | 17,1 | 7 | 21,9 | 94 | 35,7 | 11 | 34,4 | 64 | 24,3 | 9 | 28,1 |
| Q42 | 10 | 3,8 | | | 6 | 2,3 | | | 21 | 8,0 | | | 86 | 32,7 | 8 | 25,0 | 140 | 53,2 | 24 | 75,0 |
| Q43 | 41 | 15,6 | | | 58 | 22,1 | | | 58 | 22,1 | 2 | 6,3 | 75 | 38,5 | 5 | 15,6 | 31 | 11,8 | 25 | 78,1 |
| Q45 | 31 | 11,8 | | | 54 | 20,5 | | | 41 | 15,6 | 3 | 9,4 | 83 | 31,6 | 8 | 25,0 | 54 | 20,5 | 21 | 65,6 |
| Q47 | 50 | 19,0 | 1 | 3,1 | 65 | 24,7 | 8 | 25,0 | 45 | 17,1 | 7 | 21,9 | 74 | 28,1 | 10 | 31,3 | 29 | 11,0 | 6 | 18,8 |
| Q48 | 39 | 14,8 | 1 | 3,1 | 82 | 31,2 | | | 76 | 28,9 | 7 | 21,9 | 44 | 16,7 | 14 | 43,8 | 22 | 8,4 | 10 | 31,3 |

With their high percentages, 42nd, 17th, 30th, 40th and 26th items give us the information that most of the students use these cognitive strategies. This means that, the majority of the students to use a dictionary or other reference books while studying English (Q42; n=226, 85,9 %), write down the important points after the teacher presents the information (Q17; n=217, 82,5 %), look for words in their own language that are similar to new words in English (Q30; n=153, 58,1 %), study the information the teacher presents by grouping (Q40; n=141, 53,6 %) and find the meaning of an English word by dividing it into parts that they understand (Q26; n=130, 49,4 %).

A parallellism is noticed between the students and their teachers for the cognitive strategies used by most of the students. While writing down the important points (Q17; n=30, 93,7 %) and using a dictionary or other reference books while studying English (Q42; n=32, 100 %) are encouraged by nearly all of the teachers, this strong similarity cannot be seen for the strategies that the students least benefit. The students generally disagree with the 32nd and 39th items; that is, they neither make summaries of information that they hear or read in

English nor write letters or reports in English. Nevertheless, 81,3 % teachers expressed in their scales that they benefit from these two strategies in their lessons.

### 3.1.4 Metacognitive Strategies
Table 4. The Percentages of the Metacognitive Strategies Used by Students and the Foreign Language Instructors

| | Strongly Disagree | | | | Disagree | | | | Undecided | | | | Agree | | | | Strongly Agree | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Q8 | 34 | 12,9 | | | 59 | 22,4 | 1 | 3,1 | 57 | 21,7 | 4 | 12,5 | 82 | 31,2 | 9 | 28,1 | 31 | 11,8 | 18 | 56,3 |
| Q18 | 6 | 2,3 | | | 8 | 3,0 | | | 23 | 8,7 | 2 | 6,3 | 137 | 52,1 | 11 | 34,4 | 89 | 33,8 | 19 | 59,4 |
| Q24 | 12 | 4,6 | | | 19 | 7,2 | | | 47 | 17,9 | 3 | 9,4 | 130 | 49,4 | 9 | 28,1 | 55 | 20,9 | 20 | 62,5 |
| Q28 | 11 | 4,2 | | | 9 | 3,4 | | | 18 | 6,8 | 3 | 9,4 | 90 | 34,2 | 13 | 40,6 | 135 | 51,3 | 16 | 50,0 |
| Q31 | 10 | 3,8 | | | 11 | 4,2 | | | 43 | 16,3 | 1 | 3,1 | 120 | 45,6 | 13 | 40,6 | 78 | 29,7 | 18 | 56,3 |
| Q37 | 42 | 16,0 | | | 64 | 24,3 | 1 | 3,1 | 52 | 19,8 | 4 | 12,5 | 82 | 31,2 | 15 | 46,9 | 23 | 8,7 | 12 | 37,5 |
| Q44 | 6 | 2,3 | | | 20 | 7,6 | | | 57 | 21,7 | 2 | 6,3 | 119 | 45,2 | 6 | 18,8 | 61 | 23,2 | 24 | 75,0 |
| Q46 | 8 | 3,0 | | | 40 | 15,2 | | | 48 | 18,3 | 1 | 3,1 | 109 | 41,4 | 11 | 34,4 | 58 | 22,1 | 20 | 62,5 |

It is seen in Table 4 that the 18th item is preferred more than the other items related to metacognitive strategies. The item includes the strategy finding out the conditions which help to learn English (Q18; n=226, 85,9 %). The strategy "I think about how I can do better the next time when I have taken an exam." follows the 18th strategy (Q28; n=225, 85,5 %). As these two most preferred metacognitive strategies show, the students use the metacognitive strategies which help them learn English better and more easily. The use of the same strategies is also encouraged by the teachers. Although the metacognitive strategies such as planning a schedule to have enough time to study English and arranging a study schedule before studying also help become a better English learner, they are not preferred by most f the students (Q8; n=93, 35 % and Q37; n=108, 40,3 %).

### 3.1.5 Affective Strategies

Table 5. The Percentages of the Affective Strategies Used by Students and the Foreign Language Instructors

| | Strongly Disagree | | | | Disagree | | | | Undecided | | | | Agree | | | | Strongly Agree | | | |
|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
| | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Q1 | 24 | 9,1 | | | 30 | 11,4 | | | 73 | 27,8 | | | **90** | **34,2** | **5** | **15,6** | 46 | 17,5 | 27 | 84,4 |
| Q6 | 35 | 11,3 | | | 58 | 22,1 | 3 | 9,4 | 35 | 13,3 | 10 | 31,3 | **77** | **29,3** | **17** | **53,1** | 58 | 22,1 | 2 | 6,3 |
| Q9 | 38 | 14,4 | | | **71** | **27,0** | 5 | 15,6 | 37 | 14,1 | 5 | 15,6 | 69 | 26,2 | 13 | 40,6 | 48 | 18,3 | 9 | 28,1 |
| Q13 | 37 | 14,1 | | | 57 | 21,7 | 1 | 3,1 | 59 | 22,4 | 3 | 9,4 | 68 | 25,9 | 16 | 50,0 | 42 | 16,0 | 12 | 37,5 |
| Q16 | **162** | **61,6** | 1 | 3,1 | **59** | **22,4** | 5 | 15,6 | 17 | 6,5 | 8 | 25,0 | 15 | 5,7 | 12 | 37,5 | 10 | 3,8 | 6 | 18,8 |
| Q21 | 24 | 9,1 | | | 43 | 16,3 | | | 64 | 24,3 | 4 | 12,5 | **107** | **40,7** | **11** | **34,4** | 25 | 9,5 | 17 | 53,1 |

Speaking English even when there is the risk of making mistakes (Q1; n=136, 51,7 %), talking to someone else about hot they feel when learning English (Q6; n=135, 51,4 %) and trying to relax when feeling afraid of using (Q21; n=132, 50,2 %) are the affective strategies used by the majority of the students. When compared to the other strategies, affective strategies seem to be encouraged by fewer teachers. The 16th strategy, writing down feelings about learning English in a language-learning diary, is not preferred by the students (Q16; n=221, 84 %). However, 56,3 % of the teachers agreed that they develop the use of this strategy (Q16; n=18, 56,3 %).

### 3.1.6 Social Strategies

Table 6. The Percentages of the Social Strategies Used by Students and the Foreign Language Instructors

| | Strongly Disagree | | | | Disagree | | | | Undecided | | | | Agree | | | | Strongly Agree | | | |
|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
| | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | | STUDNT | | INSTR. | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Q12 | 11 | 4,2 | | | 31 | 11,8 | | | 60 | 22,8 | 8 | 25,0 | **96** | **36,5** | **14** | **43,8** | 65 | 24,7 | 10 | 31,3 |
| Q23 | 25 | 9,5 | | | 50 | 19,0 | 2 | 6,3 | 56 | 21,3 | | | 92 | 35,0 | 7 | 21,9 | 40 | 15,2 | **23** | **71,9** |
| Q27 | 5 | 1,9 | | | 10 | 3,8 | | | 10 | 3,8 | 1 | 3,1 | **103** | **39,2** | **10** | **31,3** | 135 | 51,3 | 21 | 65,6 |
| Q35 | **136** | **51,7** | | | **57** | **21,7** | 5 | 15,6 | 33 | 12,5 | 8 | 25,0 | 26 | 9,9 | 14 | 43,8 | 11 | 4,2 | 5 | 15,6 |
| Q38 | **57** | **21,7** | | | **81** | **30,8** | 1 | 3,1 | 49 | 18,6 | 2 | 6,3 | 56 | 21,3 | 15 | 46,9 | 20 | 7,6 | 14 | 43,8 |
| Q50 | 15 | 5,7 | 3 | 9,4 | 29 | 11,0 | 1 | 3,1 | 31 | 11,8 | 15 | 46,9 | **93** | **35,4** | 11 | 34,4 | **95** | **36,1** | 2 | 6,3 |

With their percentages of 90,5 and 71,5, the social strategies asking the other person to slow down while speaking in English and asking the other person to tell the mistakes committed while speaking reveal their usage by a large number of students (Q27; n=238, 90,5 % and Q50; n=188, 71,5 %). 27. While a similarity is seen between the two groups (the students and their teachers) in the use of the 27th item (Q27; n=31, 96,9 %), teachers disagree with the 50th item (Q50; n=13, 40,7 %). This means that teachers do not encourage their learners to know what kind of mistakes they do while speaking in English. Moreover, 73,4 % students express that they do not try to learn about the culture of English speakers (Q35; n=193) and 52,5 % students disagree with the item related to studying in groups or pairs (Q38; n=138). On the other hand, 29 of 32 teachers state that they benefit from group or pair work in their lessons (Q38; n=29).

## 3.2 Is There a Significant Difference between the Students and Instructors in Terms of the Strategy Use?

Figure 1: Group Statistics

| | CODE | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Metacognitive Str. | INSTR | 32 | 4,4825 | ,42644 | ,07538 |
| | STUDNT | 263 | 3,7081 | ,71944 | ,04436 |
| Compensation Str. | INSTR | 32 | 4,2916 | ,45997 | ,08131 |
| | STUDNT | 263 | 3,4677 | ,61244 | ,03776 |
| Affective Str. | INSTR | 32 | 4,0628 | ,44390 | ,07847 |
| | STUDNT | 263 | 2,9531 | ,61428 | ,03788 |
| Social Str. | INSTR | 32 | 4,0719 | ,42361 | ,07488 |
| | STUDNT | 263 | 3,2802 | ,57990 | ,03576 |
| Memory Str. | INSTR | 32 | 4,1666 | ,44505 | ,07867 |
| | STUDNT | 263 | 3,0314 | ,61636 | ,03801 |
| Cognitive Str. | INSTR | 32 | 4,1391 | ,44738 | ,07909 |
| | STUDNT | 263 | 3,1170 | ,57638 | ,03554 |

Figure 1 presents the group statistics such as mean, standard deviation and standard error mean related the use of strategies by the students and their teachers. According to the results in Figure 2, the difference between the two groups' use of strategies is highly statistically significant.

Figure 2: The Difference between the Two Groups' Use of Strategies
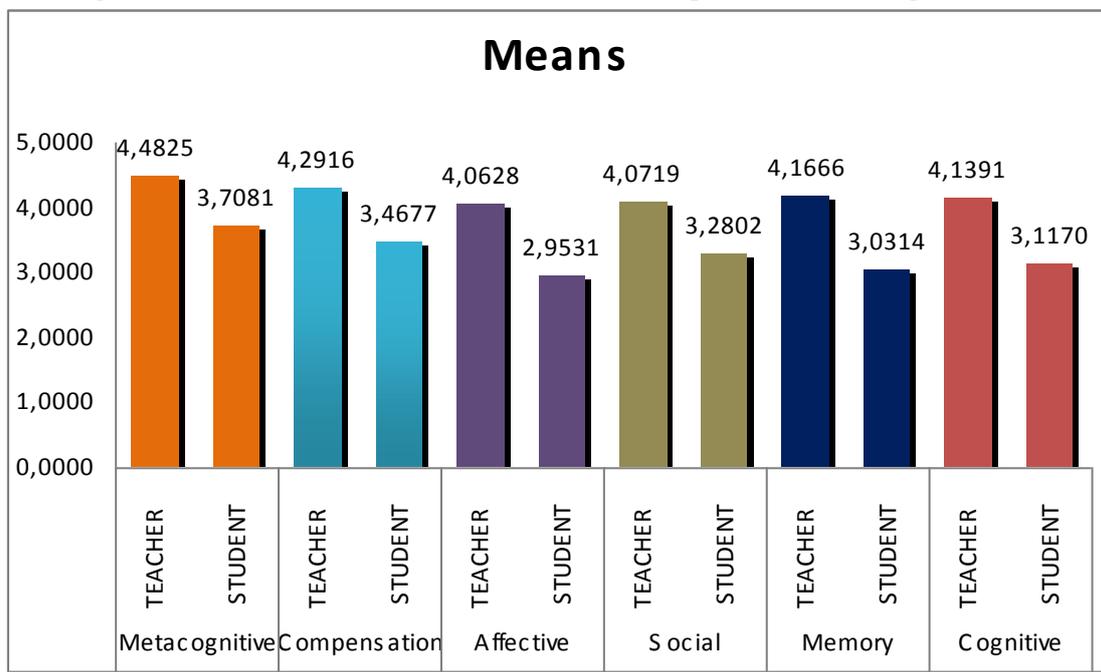
### 3.3 How Do the Students' Gender, Age and Department Affect Their Strategy Preferences?

Figure 3:Gender, Age and Department Differences

|  |  | metacog | compens | affect | social | memory | cognitive |
|---|---|---|---|---|---|---|---|
| age | Pearson Correlation | ,031 | -,114 | ,129(*) | ,079 | ,070 | ,094 |
|  | Sig. (2-tailed) | ,622 | ,064 | ,037 | ,204 | ,260 | ,129 |
|  | N | 263 | 263 | 263 | 263 | 263 | 263 |
| gender | Pearson Correlation | -,110 | -,107 | -,016 | -,066 | -,039 | -,079 |
|  | Sig. (2-tailed) | ,076 | ,084 | ,797 | ,286 | ,530 | ,201 |
|  | N | 263 | 263 | 263 | 263 | 263 | 263 |
| departmnt | Pearson Correlation | -,060 | ,049 | -,060 | -,029 | -,092 | -,039 |
|  | Sig. (2-tailed) | ,332 | ,428 | ,335 | ,642 | ,137 | ,534 |
|  | N | 263 | 263 | 263 | 263 | 263 | 263 |

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

Figure 3 illustrates that a positive significant relationship was found only between age and the use of affective language learning strategies. This means that the older a students is, the more affective strategies he or she uses. The result supports the hypothesis that the adult language learner is conscious of the learning process and is afraid of making mistakes. That is why he needs to use affective strategies. There is no significant relationship between age, gender, department and the other language learning strategies.

### 3.4 Is There a Correlation between the Language Learning Strategies Used by the Students and Their Academic Achievement?

Figure 4: Language Learning Strategies and Academic Achievement

|  |  | average |
|---|---|---|
| Metacognitive Str. | Pearson Correlation | ,020 |
|  | Sig. (2-tailed) | ,744 |
|  | N | 263 |
| Compensation Str. | Pearson Correlation | ,276(**) |
|  | Sig. (2-tailed) | ,000 |
|  | N | 263 |
| Affective Str. | Pearson Correlation | -,148(*) |
|  | Sig. (2-tailed) | ,016 |
|  | N | 263 |
| Social Str. | Pearson Correlation | -,102 |
|  | Sig. (2-tailed) | ,098 |
|  | N | 263 |
| Memory Str. | Pearson Correlation | -,005 |
|  | Sig. (2-tailed) | ,931 |
|  | N | 263 |
| Cognitive Str. | Pearson Correlation | -,035 |
|  | Sig. (2-tailed) | ,569 |
|  | N | 263 |

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

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As seen in Figure 4, the strategies, the use of which has a significant correlation with academic success, are compensation and affective strategies. While compensation strategies have a positive relation with academic achievement, the relation of affective strategies with academic success is negative. In other words, the students using compensation strategies have higher grades, while students who benefit from affective strategies are less successful than the others. The other strategies do not have a significant relation with academic achievement.

### 3.5 How Does the Relationship between the Strategies Used by the Students and the Instructors Affect the Academic Achievement of the Students?

Table7. The Effect of the Relationship between the Language Learning and Teaching Strategies Used by the Students and Their Teachers

| Classes | Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Memory** | **Cognitive** | **Compenst.** | **Metacognt.** | **Affective** | **Social** | **Total** | **Average** |
| **Cls 9** | 1,16 | 1,24 | 0,92 | 1,21 | 1,35 | 1,17 | **1,17** | 78,35 |
| **Cls 1** | 0,79 | 1,37 | 0,87 | 1,13 | 0,98 | 1,07 | **1,03** | 78,15 |
| **Cls 5** | 1,53 | 1,58 | 0,82 | 1,53 | 1,31 | 1,14 | **1,31** | 77,58 |
| **Cls 10** | 1,19 | 1,32 | 1,24 | 1,07 | 1,58 | 0,93 | **1,22** | 76,11 |
| **Cls 15** | 0,95 | 0,95 | 0,74 | 0,83 | 1,11 | 0,69 | **0,87** | 74,26 |
| **Cls 13** | 1,31 | 0,68 | 0,28 | 0,37 | 0,60 | 0,42 | **0,61** | 72,80 |
| **Cls 7** | 1,34 | 1,17 | 0,74 | 0,98 | 1,17 | 0,56 | **0,99** | 68,68 |
| **Cls 3** | 0,89 | 0,32 | 0,21 | 0,09 | 0,62 | 0,59 | **0,45** | 65,26 |
| **Cls 14** | 0,73 | 0,71 | 0,41 | -0,14 | 0,67 | 0,58 | **0,49** | 65 |
| **Cls 4** | 1,02 | 0,55 | 0,28 | 0,13 | 0,52 | 0,70 | **0,53** | 64 |
| **Cls 6** | 0,68 | 0,78 | 0,72 | 0,65 | 1,31 | 0,61 | **0,79** | 60,94 |
| **Cls 2** | 1,17 | 0,77 | 1,00 | 0,66 | 1,11 | 0,66 | **0,89** | 59,27 |
| **Cls 8** | 1,25 | 1,05 | 0,81 | 0,87 | 0,81 | 0,32 | **0,85** | 53,88 |
| **Cls 11** | 1,21 | 1,21 | 0,91 | 0,93 | 1,17 | 1,15 | **1,09** | 53,10 |
| **Cls 12** | 1,46 | 1,24 | 1,40 | 1,24 | 1,33 | 1,01 | **1,28** | 45,88 |

The averages of the use of strategies of 15 classes and their teachers and the differences between these two groups' averages have been calculated. The classes are presented in Table 7 from the most successful class to the least one according to their academic achievements.

Table 7 illustrates interesting findings as the classes in which the difference between the uses of strategies is the least are Class 3, Class 14, Class 4 and Class 13. The students and their teachers in these classes use similar strategies; however, the academic achievements of these classes are lower than the classes whose students and teachers use different strategies (Class 9, Class 1, Class 5, and Class 10). In other words, students who benefit from similar strategies with their teachers are less successful than students who prefer different language learning strategies than their teachers. The success of those students who use different strategies from their teachers can be connected to the total number of strategies they use; they learn new strategies from their teachers and this enables them to use a higher number of strategies. The direct impact of it on the students' academic achievement is that strategies

help them become better learners of English. However, the situation not being the same for Class 11 and Class 12 is obvious.

## 4. CONCLUSION AND RECOMMENDATIONS

The results of the study indicate that the average of the students' use of memory strategies is 3,03, cognitive strategies 3,22, compensation strategies 3,46, metacognitive strategies 3,67, affective strategies 2, 95 and social strategies 3,27. These averages point out that the strategies used more than the others by the students are metacognitive and compensation strategies, while affective strategies are used the least by them.

With an average of 4,44, metacognitive strategies are preferred most by foreign language instructors and compensation strategies rank second with their 4,22 average. This means that although the averages are different, both teachers and students in the study benefit most from the same kinds of strategies. The same parallelism shows itself also in the least used strategies; affective strategies have the lowest average, which, is 3, 97. This leads us to the conclusion that in foreign language teaching and learning, both teachers and learners make use of metacognitive and compensation strategies more than the other strategies.

In the study, a positive significant correlation was found between the use of compensation strategies and the students' academic achievement while there was a negative significant correlation between affective strategies and their academic achievement. The reason for this negative correlation can be explained with the fact that students who need to use compensation strategies get excited and are afraid of making mistakes when using English. In other words, compensation strategies may not be enough to relax them and their anxiety probably is the cause for their failure.

In order to provide permanent and effective learning, teachers should make use of language learning strategies in their lessons. To achieve this, teacher behaviours can be divided into phases as teacher behaviours in the preparation phase and teacher behaviours in the teaching phase. In the preparation phase, teachers should first know their students with individual differences. It is of great importance to have knowledge about the students' interests, motivation level, learning styles and strategies. Techniques such as observing their behaviours, interviewing, taking notes, using diaries or questionnaires can be suggested to determine which language learning strategies the students are already using. Moreover, the teacher should try to increase the learners' motivation since a motivated student will examine the subject, its details and the relations between these details. He will connect the subject with his past experiences, which will consequently strengthen his memory strategies. With the aim of both strengthening memory strategies and making the lesson enjoyable, songs or rhymes can also be used.

The ability of abstract thinking and language competence in individuals at the ages of the students in this study will improve their skills to assimilate, interpret, distinguish and apply the information they obtain. This makes it possible for the teacher to support the students' cognitive strategies by preparing activities in which the learners can use what they have learnt. Likewise, in order to strengthen the students' social strategies, group activities can be prepared for both the students who enjoy cooperation, working and taking responsibility with peers and for their active participation in the lesson.

In addition to knowing the students with individual characteristics, teachers should also examine their teaching materials and approaches and methods in terms of their

appropriateness for language learning strategies. The questions such as whether the strategy training is implicit or explicit and whether it takes place as a separate unit or whether it is integrated into the lesson should be answered. The recommendations of the researchers to the teachers about these two points are that teachers should inform the learners about the value and applications of language learning strategies and the strategies should be integrated into the lessons (Hişmanoğlu, 2000, Lessard-Clouston, 1997 , Chamot, 2004).

In conclusion, in order to use metacognitive and compensation strategies which the participants of this study, both the students and their teachers, prefer most in their learning and teaching process, some recommendations are presented;

A.  For metacognitive strategies
    1.  Goals should be determined and explained clearly,
    2.  A study schedule should be designed,
    3.  The time for effective study should be determined,
    4.  The conditions that help the students' learning should be arranged,
    5.  The attention should be drawn during the speaking activities,
    6.  Evaluation should be made after the examinations and
    7.  Mistakes should be made use of.

B.  For compensation strategies
    1.  Activates related to compensating the missing information should take place,
    2.  Activities in which the learners guess the unknown words should be used frequently and
    3.  Students should be encouraged to use their gestures when they cannot remember the words or to use other words with similar meanings.

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