

**A METACOGNITIVE VIEW TO THE COGNITIVE FOREIGN LANGUAGE  
LEARNING STRATEGIES COMPETENCE OF GERMAN PRE-SERVICE  
TEACHERS**

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**Abstract:** The studies about the foreign language learning strategies within the context of autonomous learning in foreign language education have come into prominence. The aim in this study in which the cognitive and meta-cognitive competences are examined is to associate the foreign language learning strategies with some variables. This study was applied to the preparatory class of Trakya University Foreign Language College and the 1st and 2nd grade students in German Language Education Section of Foreign Languages Education Department of Trakya University Faculty of Education. 108 students attended to the study in total. Two different scales were used in the research. In the first scale, data was collected with a foreign language learning strategies inventory which is a standard assessment instrument. The second scale involves variables such as learning style which consists of open-end and closed-end questions, school success grade, and the impact of the studies outside the school to language ability and foreign language learning strategies description which were developed by various researchers. This study is carried through a descriptive approach and relational screening model. The data which acquired in this study were examined in the light of cognitive and meta-cognitive processes within the context of contemporary foreign language education.

**Keywords:** Foreign language learning strategies; autonomous learning; cognitive and meta-cognitive competence; German pre-service teachers

## **1. INTRODUCTION**

The education mentality which has been changing its axis from behaviorism to constructivism is taking its effects also over the learning process. According to this, it is expressed that the constructivism approach is more effective from the traditional method both as an affective learning product and in raising high-level thinking skills. The most significant reason of this is explained through the view of that "the student constructs the knowledge by herself/himself and manages her/his own learning" which is the first principal of constructivism (Koç&Demirel, 2004). Due to the paradigm shift in Foreign Language

education, the concept of "autonomous learning" has become a skill that has been discussing and aiming in all areas. The aim in autonomous learning is to activate the individual learning process by enabling the student to taking decisions regarding her/his learning process independently in accordance with her/his own potential and needs (Wolff, 2002). However, first of all, the student should know the learning strategies and learn to use these strategies consciously for achieving this aim (Bimmel & Rampillon, 2000). In this context, Neuner-Anfindsen (2005) underlines that this conscious is inevitable within the active learning process by emphasizing the importance of the conscious of the student regarding individual study attitude as well as strategy education. Knowing the learning strategies and using them consciously are cognitive and meta-cognitive skills in which it can be brought in and developed activities such as talking about the learning process, carrying out a self-evaluation and planning the learning process. The studies done in this area have the quality to reveal the importance of the learning strategies in foreign language learning and the cognitive and meta-cognitive dimensions of this process. In this context, as a result of their research, Ünal, Onursal and Arıoğlu (2011) suggests that the usage of 'affective strategies', 'memory strategies' and 'cognitive strategies' in Turkish students who study to learn foreign language is lower than the other strategy usage levels. In their measurements through 'Language Learning Strategies Inventory' as a follow-up of this research, Onursal Ayırır, Arıoğlu and Ünal (2012) concludes that the most commonly used strategy type for the students whose study area is foreign language is the meta-cognitive strategies. In this research, the competence and learning consciousnesses for foreign language learning strategies of German pre-service teachers are tried to examine from cognitive and meta-cognitive perspectives on the basis of the importance of conscious strategy usage in Foreign Language learning within the context of autonomous learning.

### **1.1. Aim of the Research**

The aim of this research is to ascertain the relationship between the foreign language learning strategies and the cognitive and meta-cognitive variables. With this study, it is tried to make a contribution to the body of literature by revealing the relationship between the theoretical and practical foreign language learning strategies and the learning style of learning process in meta-cognitive dimension, the academic study outside the school, the school success, and the variables for describing the concept of foreign language strategies. Accordingly, the examination of cognitive and meta-cognitive processes in this process is important for understanding and interpreting the individual learning processes. Therefore, it is

sought an answer for the questions below:

- Is there any significant relationship between theoretical foreign language strategies competences and the learning style?
- Is there any significant relationship between practical learning strategies competences and the learning style?
- How is the relationship between academic studies outside the school and the school success grade?
- Is there any significant relationship between the describing the concept of foreign language strategies and the school success?

## **2. METHOD**

### **2.1. Model of the Research**

This research has a descriptive quality and uses relational screening model from among the screening models. Relational screening models are screening models which aim to specify the covariance existence and/or the covariance level between two or more variables (Karasar, 2007). In this research, it is used correlational method which is the most common method of relational research type (Büyüköztürk et al., 2008). "Correlational researches are the researches which carry out for describing the relations between two or more variables and in which these relations are examined with in-depth analysis" (Tanrıöğen, 2012: 68).

### **2.2. Sample of the Research**

The sample of this research consists of the preparatory class of Trakya University Foreign Language College and the 1st and 2nd grade students in German Language Education Section of Foreign Languages Education Department of Trakya University Faculty of Education. The sample group displays a homogeneous structure to a large extent: A great majority of the informants are native speakers (L1) of Turkish and had learned English (L2) as the first foreign language and German (L3) as the second foreign language. In addition to this, some criteria were considered in the selection of the sample group: The existence of the lessons for learning German as the second foreign language and for bringing in fundamental language skills in the curriculum of the informants were taken into consideration. For this reason, the sample group is limited with preparatory classes and the 1st and 2nd grade students in German Language Education.

### **2.3. Data Collection Tools**

In this research, two different scales were used to ascertain the relationship between foreign language strategies competences and the cognitive and meta-cognitive variables. In the first scale, data was collected with a foreign language learning strategies inventory which

is a standard assessment instrument (Bimmel & Rampillon, 2000:65-66). The second scale is an independent data tool which involves variables such as learning style which consists of open-end and closed-end questions, school success grade, and the impact of the studies outside the school to language ability and foreign language learning strategies description which were developed by various researchers.

**2.4. Data Analysis**

The aim in the relational researches is to ascertain whether there is a relationship between the variables or not; and if there is, to ascertain the level and the direction of this relationship. Data analysis was made with SPSS 21.0 and it is studies with a 95% confidence level. Theoretical and practical foreign language strategies competence and the relation of this competence with the other variables measured with a chi-squared independent test. The relation analysis is regarded as invalid in case of that the expected value of cells under 5 is over 20% in chi-square test.

**3. FINDINGS AND COMMENTS**

This section includes the findings and the objective comments which were obtained as a result of the examination of the relationship between theoretical and practical learning strategies competences and the learning style; the relationship between academic studies outside the school and the school success grade; and the relationship between describing the concept of foreign language strategies and the school success of the preparatory class of Trakya University Foreign Language College and the 1st and 2nd grade students in German Language Education Section of Foreign Languages Education Department of Trakya University Faculty of Education. The data obtained according to this will be evaluated in the light of the cognitive and meta-cognitive processes within the context of foreign language education.

**Table 1.**  
**The Relationship between Theoretical Foreign Language Strategies Competences and Learning Styles**

		If you know your learning style, please mark the most effective and the most weighted								Chi-Square Test	
		By Hearing		By reading		By Acting / Actively		By Seeing			
		n	%	n	%	n	%	n	%	X <sup>2</sup>	p
Composing word groups (Wortgruppen bilden)	No	4	20,0	5	23,8	6	21,4	7	17,9	Untestable	
	Yes	16	80,0	16	76,2	22	78,6	32	82,1		
Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)	No	1	5,0	3	14,3	2	7,1	5	12,8	Untestable	
	Yes	19	95,0	18	85,7	26	92,9	34	87,2		

Establishing, composing context (Kontexte erfinden)	No	8	40,0	4	19,0	9	32,1	13	33,3	2,246	,523
	Yes	12	60,0	17	81,0	19	67,9	26	66,7		
Associating, establishing logical contexts (kombinieren)	No	2	10,0	2	9,5	1	3,6	6	15,4	Untestable	
	Yes	18	90,0	19	90,5	27	96,4	33	84,6		
Using pictures (Bilder verwenden)	No	4	20,0	4	19,0	2	7,1	8	20,5	Untestable	
	Yes	16	80,0	17	81,0	26	92,9	31	79,5		
Composing words from visuals (Example: Composing Mindmap) (Wortigel herstellen)	No	13	65,0	9	42,9	6	21,4	11	28,2	11,32 2	,010*
	Yes	7	35,0	12	57,1	22	78,6	28	71,8		
Utilizing word evocative middle words and letters (Zwischenwörter verwenden)	No	1	5,0	6	28,6	7	25,0	8	20,5	Untestable	
	Yes	19	95,0	15	71,4	21	75,0	31	79,5		
Utilizing words with paromasis (Lautverwandschaften nutzen)	No	6	30,0	2	9,5	8	28,6	6	15,4	Untestable	
	Yes	14	70,0	19	90,5	20	71,4	33	84,6		
Using word cards, using flash-cards (Vokabelkartei verwenden)	No	10	50,0	3	14,3	10	35,7	7	17,9	9,586	,022*
	Yes	10	50,0	18	85,7	18	64,3	32	82,1		
Animating words and phrases through games (drama play, taboo etc.) (Wörter und Ausdrücke schauspielerisch darstellen)	No	9	45,0	8	38,1	5	17,9	11	28,2	4,758	,190
	Yes	11	55,0	13	61,9	23	82,1	28	71,8		
Underlining words, sentences and phrases (markieren)	No	2	10,0	1	4,8	0	0,0	7	17,9	Untestable	
	Yes	18	90,0	20	95,2	28	100,0	32	82,1		
Taking notes (sich Notizen machen)	No	0	0,0	0	0,0	1	3,6	3	7,7	Untestable	
	Yes	20	100,0	21	100,0	27	96,4	36	92,3		
Structuring and classifying the text hierarchically (Gliederung machen)	No	10	50,0	15	71,4	14	50,0	22	56,4	2,729	,435
	Yes	10	50,0	6	28,6	14	50,0	17	43,6		
Summarizing (zusammenfassen)	No	4	20,0	2	9,5	3	10,7	7	17,9	Untestable	
	Yes	16	80,0	19	90,5	25	89,3	32	82,1		
Analyzing words and phrases (Wörter und Ausdrücke analysieren)	No	9	45,0	7	33,3	9	32,1	14	35,9	,947	,814
	Yes	11	55,0	14	66,7	19	67,9	25	64,1		
Making comparison between languages (Sprachen miteinander vergleichen)	No	3	15,0	2	9,5	2	7,1	5	12,8	Untestable	
	Yes	17	85,0	19	90,5	26	92,9	34	87,2		
Utilizing from the information in mother language (Kenntnisse der Muttersprache nutzen)	No	4	20,0	0	0,0	4	14,3	2	5,1	Untestable	
	Yes	16	80,0	21	100,0	24	85,7	37	94,9		
Exploring the	No	7	35,0	4	19,0	7	25,0	10	25,6	1,389	,708

regularities and the similar structures (Regelmäßigkeiten entdecken)	Yes	13	65,0	17	81,0	21	75,0	29	74,4		
Applying rules, using rules in sentences (Regeln anwenden)	No	3	15,0	3	14,3	2	7,1	7	17,9	Untestable	
	Yes	17	85,0	18	85,7	26	92,9	32	82,1		
Exploring and using rigid phrases (Formalhafte Wendungen erkennen und verwenden)	No	5	25,0	1	4,8	4	14,3	7	17,9	Untestable	
	Yes	15	75,0	20	95,2	24	85,7	32	82,1		
Exploring and using sentence groups (Satzglieder, Satzmuster erkennen und verwenden)	No	7	35,0	5	23,8	11	39,3	17	43,6	2,390	,495
	Yes	13	65,0	16	76,2	17	60,7	22	56,4		
Using foreign language for communication (Fremdsprache kommunikativ gebrauchen)	No	3	15,0	2	9,5	3	10,7	5	12,8	Untestable	
	Yes	17	85,0	19	90,5	25	89,3	34	87,2		
Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)	No	2	10,0	0	0,0	0	0,0	1	2,6	Untestable	
	Yes	18	90,0	21	100,0	28	100,0	38	97,4		
Using German-German dictionary	No	6	30,0	3	14,3	5	17,9	15	38,5	5,619	,132
	Yes	14	70,0	18	85,7	23	82,1	24	61,5		
Checking on grammar book (in einer Grammatik nachschlagen)	No	2	10,0	0	0,0	0	0,0	3	7,7	Untestable	
	Yes	16	80,0	20	95,2	23	82,1	35	89,7		

\*p<0,05

*Untestable: The relation analysis is regarded as invalid in case of that the expected value of cells under 5 is over 20% in chi-square test.*

The theoretical competences most known by those who marked each learning style are indicated below.

**Those who learn by hearing**

- Taking notes (sich Notizen machen)
- Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)
- Utilizing word evocative middle words and letters (Zwischenwörter verwenden)
- Associating, establishing logical contexts (kombinieren)
- Underlining words, sentences and phrases (markieren)
- Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)

**Those who learn by reading**

- Taking notes (sich Notizen machen)

- Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)
- Utilizing from the information in mother language (Kenntnisse der Muttersprache nutzen)
- Underlining words, sentences and phrases (markieren)
- Checking on grammar book (in einer Grammatik nachschlagen)
- Exploring and using rigid phrases (Formelhafte Wendungen erkennen und verwenden)

**Those who learn by acting / actively**

- Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)
- Underlining words, sentences and phrases (markieren)
- Taking notes (sich Notizen machen)
- Associating, establishing logical contexts (kombinieren)
- Making comparison between languages (Sprachen miteinander vergleichen)
- Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)
- Applying rules, using rules in sentences (Regeln anwenden)
- Using pictures (Bilder verwenden)

**Those who learn by seeing**

- Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)
- Utilizing from the information in mother language (Kenntnisse der Muttersprache nutzen)
- Taking notes (sich Notizen machen)
- Checking on grammar book (in einer Grammatik nachschlagen)
- Making comparison between languages (Sprachen miteinander vergleichen)
- Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)
- Using foreign language for communication (Fremdsprache kommunikativ gebrauchen)
- Associating, establishing logical contexts (kombinieren)
- Utilizing words with paromasis (Lautverwandschaften nutzen)

The results of the chi-square relation test which is made on the purpose of examining the relationship between learning style and the situation of knowing theoretical competences are given below.

There is a significant difference between composing words from visuals (Example: Composing Mindmap) (Wortigel herstellen) and the weighted learning style ( $p < 0,05$ ). According to this, the rate of those who give answer as 'no' to composing words from visuals among those who express that they learn by hearing is 65,0%; the rate of those who give answer as 'yes' to composing words from visuals among those who express that they learn by reading is 57,1%; the rate of those who give answer as 'yes' to composing words from visuals

among those who express that they learn by acting / actively is 78,6%; and the rate of those who give answer as 'yes' to composing words from visuals among those who express that they learn by seeing is 71,8%.

There is a significant difference between using word cards, using flash-cards (Vokabelkartei verwenden) and the weighted learning style ( $p < 0,05$ ). According to this, the rate of those who give answer as 'no' to using word cards, using flash-cards (Vokabelkartei verwenden) among those who express that they learn by hearing is 65,0%; the rate of those who give answer as 'yes' to using word cards, using flash-cards (Vokabelkartei verwenden) among those who express that they learn by reading is 57,1%; the rate of those who give answer as 'yes' to using word cards, using flash-cards (Vokabelkartei verwenden) among those who express that they learn by acting / actively is 78,6%; and the rate of those who give answer as 'yes' to using word cards, using flash-cards (Vokabelkartei verwenden) among those who express that they learn by seeing is 71,8%.

There is no significant difference between Establishing, composing context (Kontexte erfinden); Animating words and phrases through games (drama play, taboo etc.) (Wörter und Ausdrücke schauspielerisch darstellen); Analyzing words and phrases (Wörter und Ausdrücke analysieren); Structuring and classifying the text hierarchically (Gliederung machen); Exploring the regularities and the similar structures (Regelmäßigkeiten entdecken); Exploring and using sentence groups (Satzglieder, Satzmuster erkennen und verwenden); Using German-German dictionary and the weighted learning style ( $p < 0,05$ ).

Table 2.

**The Relationship between Practical Foreign Language Strategies Competences and Learning Styles**

		If you know your learning style, please mark the most effective and the most weighted								Chi-Square Test	
		By Hearing		By Reading		By Acting / Actively		By Seeing			
		n	%	n	%	n	%	n	%	X <sup>2</sup>	p
Composing word groups (Wortgruppen bilden)	No	13	65,0	10	47,6	18	64,3	19	48,7	2,861	,414
	Yes	7	35,0	11	52,4	10	35,7	20	51,3		
Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)	No	4	20,0	4	19,0	3	10,7	4	10,3	Untestable	
	Yes	16	80,0	17	81,0	25	89,3	35	89,7		
Establishing, composing context (Kontexte erfinden)	No	8	40,0	8	38,1	10	35,7	20	51,3	1,975	,578
	Yes	12	60,0	13	61,9	18	64,3	19	48,7		
Associating, establishing logical contexts (kombinieren)	No	5	25,0	6	28,6	2	7,1	10	25,6	Untestable	
	Yes	15	75,0	15	71,4	26	92,9	29	74,4		
Using pictures (Bilder	No	7	35,0	13	61,9	11	39,3	20	51,3	3,981	,264



verwenden)	Yes	13	65,0	8	38,1	17	60,7	19	48,7		
Composing words from visuals (Example: Composing Mindmap) (Wortigel herstellen)	No	16	80,0	15	71,4	14	50,0	20	51,3	6,887	,076
	Yes	4	20,0	6	28,6	14	50,0	19	48,7		
Utilizing word evocative middle words and letters (Zwischenwörter verwenden)	No	4	20,0	11	52,4	6	21,4	13	33,3	6,848	,077
	Yes	16	80,0	10	47,6	22	78,6	26	66,7		
Utilizing words with paromasis (Lautverwandschaften nutzen)	No	8	40,0	4	19,0	11	39,3	9	23,1	4,215	,239
	Yes	12	60,0	17	81,0	17	60,7	30	76,9		
Using word cards, using flash-cards (Vokabelkartei verwenden)	No	17	85,0	12	57,1	18	64,3	27	69,2	4,020	,259
	Yes	3	15,0	9	42,9	10	35,7	12	30,8		
Animating words and phrases through games (drama play, taboo etc.) (Wörter und Ausdrücke schauspielerisch darstellen)	No	15	75,0	15	71,4	17	60,7	29	74,4	1,767	,622
	Yes	5	25,0	6	28,6	11	39,3	10	25,6		
Underlining words, sentences and phrases (markieren)	No	3	15,0	2	9,5	4	14,3	8	20,5	Untestable	
	Yes	17	85,0	19	90,5	24	85,7	31	79,5		
Taking notes (sich Notizen machen)	No	0	0,0	2	9,5	4	14,3	5	12,8	Untestable	
	Yes	20	100,0	19	90,5	24	85,7	34	87,2		
Structuring and classifying the text hierarchically (Gliederung machen)	No	13	65,0	16	76,2	19	67,9	33	84,6	3,768	,288
	Yes	7	35,0	5	23,8	9	32,1	6	15,4		
Summarizing (zusammenfassen)	No	12	60,0	10	47,6	16	57,1	20	51,3	,857	,836
	Yes	8	40,0	11	52,4	12	42,9	19	48,7		
Analyzing words and phrases (Wörter und Ausdrücke analysieren)	No	14	70,0	11	52,4	16	57,1	20	51,3	2,065	,559
	Yes	6	30,0	10	47,6	12	42,9	19	48,7		
Making comparison between languages (Sprachen miteinander vergleichen)	No	6	30,0	6	28,6	6	21,4	8	20,5	,994	,803
	Yes	14	70,0	15	71,4	22	78,6	31	79,5		
Utilizing from the information in mother language (Kenntnisse der Muttersprache nutzen)	No	6	30,0	4	19,0	10	35,7	3	7,7	Untestable	
	Yes	14	70,0	17	81,0	18	64,3	36	92,3		
Exploring the regularities and the similar structures (Regelmäßigkeiten entdecken)	No	8	40,0	10	47,6	9	32,1	15	38,5	1,223	,747
	Yes	12	60,0	11	52,4	19	67,9	24	61,5		
Applying rules, using rules in sentences (Regeln anwenden)	No	6	30,0	7	33,3	4	14,3	12	30,8	3,106	,376
	Yes	14	70,0	14	66,7	24	85,7	27	69,2		
Exploring and using rigid phrases (Formelhafte Wendungen erkennen und verwenden)	No	5	25,0	8	38,1	9	32,1	13	33,3	,827	,843
	Yes	15	75,0	13	61,9	19	67,9	26	66,7		
Exploring and using sentence groups (Satzglieder, Satzmuster erkennen und verwenden)	No	8	40,0	12	57,1	17	60,7	25	64,1	3,319	,345
	Yes	12	60,0	9	42,9	11	39,3	14	35,9		

Using foreign language for communication (Fremdsprache kommunikativ gebrauchen)	No	9	45,0	7	33,3	6	21,4	14	35,9	3,126	,373
	Yes	11	55,0	14	66,7	22	78,6	25	64,1		
Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)	No	3	15,0	3	14,3	1	3,6	2	5,1	Untestable	
	Yes	17	85,0	18	85,7	27	96,4	37	94,9		
Using German-German dictionary	No	15	75,0	13	61,9	19	67,9	32	82,1	3,359	,339
	Yes	5	25,0	8	38,1	9	32,1	7	17,9		
Checking on grammar book (in einer Grammatik nachschlagen)	No	4	20,0	1	4,8	5	17,9	4	10,3	Untestable	
	Yes	16	80,0	20	95,2	23	82,1	35	89,7		

\*p<0,05

*Untestable: The relation analysis is regarded as invalid in case of that the expected value of cells under 5 is over 20% in chi-square test.*

The theoretical competences most known by those who marked each learning style are indicated below.

**Those who learn by hearing**

- Taking notes (sich Notizen machen)
- Underlining words, sentences and phrases (markieren)
- Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)
- Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)
- Utilizing word evocative middle words and letters (Zwischenwörter verwenden)
- Checking on grammar book (in einer Grammatik nachschlagen)

**Those who learn by reading**

- Checking on grammar book (in einer Grammatik nachschlagen)
- Taking notes (sich Notizen machen)
- Underlining words, sentences and phrases (markieren)
- Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)
- Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)
- Utilizing from the information in mother language (Kentnisse der Muttersprache nutzen)
- Utilizing words with paromasis (Lautverwandschaften nutzen)

**Those who learn by acting / actively**

- Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)
- Associating, establishing logical contexts (kombinieren)
- Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)

- Taking notes (sich Notizen machen)
- Underlining words, sentences and phrases (markieren)
- Applying rules, using rules in sentences (Regeln anwenden)

**Those who learn by seeing**

- Using Turkish-German and German-Turkish dictionaries (Wörterbuch verwenden)
- Utilizing from the information in mother language (Kenntnisse der Muttersprache nutzen)
- Correlating with previous information (Assoziationen mit dem Vorwissen knüpfen)
- Checking on grammar book (in einer Grammatik nachschlagen)
- Taking notes (sich Notizen machen)
- Underlining words, sentences and phrases (markieren)
- Making comparison between languages (Sprachen miteinander vergleichen)
- Utilizing words with paromasis (Lautverwandschaften nutzen)
- Associating, establishing logical contexts (kombinieren)

The results of the chi-square relation test which is made on the purpose of examining the relationship between learning style and the situation of knowing theoretical competences are given below.

There is no significant difference between Composing word groups (Wortgruppen bilden); Establishing, composing context (Kontexte erfinden); Using pictures (Bilder verwenden); composing words from visuals (Example: Composing Mindmap) (Wortigel herstellen); Utilizing word evocative middle words and letters (Zwischenwörter verwenden); utilizing words with paromasis (Lautverwandschaften nutzen); Using word cards, using flash-cards (Vokabelkartei verwenden); Animating words and phrases through games (drama play, taboo etc.) (Wörter und Ausdrücke schauspielerisch darstellen); Structuring and classifying the text hierarchically (Gliederung machen); Summarizing (zusammenfassen); Analyzing words and phrases (Wörter und Ausdrücke analysieren); Making comparison between languages (Sprachen miteinander vergleichen); Exploring the regularities and the similar structures (Regelmäßigkeiten entdecken); Applying rules, using rules in sentences (Regeln anwenden); Exploring and using rigid phrases (Formelhafte Wendungen erkennen und verwenden); Exploring and using sentence groups (Satzglieder, Satzmuster erkennen und verwenden); Using foreign language for communication (Fremdsprache kommunikativ gebrauchen); Using German-German dictionary and the weighted learning style ( $p < 0,05$ ).

Table 3.

**The Relationship between Academic Studies outside the School and School Success Grade**

		Do you think that your studies outside the school have an influence over developing your language skills?				Chi-Square Test	
		Yes		No		X <sup>2</sup>	p
		n	%	n	%		
Please mark the grade interval that reflects your school success (general average) (the grade out of 100 points)	0-59	19	25,3	17	51,5	11,577	,009*
	60-64	18	24,0	9	27,3		
	65-69	9	12,0	4	12,1		
	70-79	29	38,7	3	9,1		

\*p<0,05

According to the chi-square analysis done, there is a significant difference between school success grade and the situation of thinking or not thinking that the studies outside the school have an influence over developing language skills (p<0,05). The rate of those who have grades between 70-79 among those who think that the studies outside the school have an influence over developing language skills is 38,7%; and the rate of those who have grades between 0-50 among those who think that the studies outside the school have not any influence over developing language skills is 51,5%.

Table 4.

**The Relationship between the Describing the Concept of Foreign Language Strategies and School Success**

		Foreign Language Learning Strategies						Chi-Square Test	
		,00		1,00		2,00		X <sup>2</sup>	p
		n	%	n	%	n	%		
Please mark the grade interval that reflects your school success (general average) (the grade out of 100 points)	0-59	8	29,6	21	36,2	7	30,4	8,51	,203
	60-64	12	44,4	10	17,2	5	21,7		
	65-69	2	7,4	7	12,1	4	17,4		
	70-79	5	18,5	20	34,5	7	30,4		

According to the chi-square analysis done, there is no significant difference between school success grade and the foreign language learning strategies (p>0,05).

**3.1. Discussion**

In the results about the theoretical and practical foreign language learning strategies competences and the learning style, it could not be confirmed a significant difference within the theoretical and practical strategy selections of the informants who suggest that their

learning style is predominantly by hearing (18,5%), by reading (19,4%), by acting (25,9%) and by seeing (36,1%). The students who declared that they are connected to different learning styles are mainly benefiting from similar foreign language learning strategies. According to this data, 'Taking notes', 'Using German-Turkish and German-Turkish dictionaries', and 'Checking on the grammar book' strategies have been come into prominence in each learning style. The facts that the rate of 'Using pictures', 'Utilizing from visuals' as a strategy of the students who suggest that they mainly learn 'by seeing' is quite low in comparison with the other strategies; the rate of 'Animating words and phrases through games (drama play, taboo etc.) as a strategy of the students who suggest that they mainly learn 'by acting' is quite low in comparison with the other strategies or the fact that they don't declare different strategies which can be related with 'learning by acting'; the fact that the students who suggest that they learn 'by hearing' don't declare different strategies which can be related with 'Using foreign language for communication, watching television, listening by using media tools' reveals that the strategy selection of the students is not conscious enough and that the students don't consider the individual learning styles in their selections. However, individual learning style has a great importance in the selection of foreign language learning strategies and it has a direct impact upon the strategy chosen. In this respect, 'learning style' is an important component which has to be considered also in the transfer of foreign language learning strategies (Mißler 1999: 159, Oxford 1990:13 and Oxford & Nyikos 1989: 295-297). In addition to this, it is necessary to provide an effective learning process to the students and to determine learning styles for encouraging their individual learning competences within the learning process (Franke, 2008: 25). In this respect, it will be beneficial in activating the learning processes of the students when the students are conscious of their individual learning styles and when they use learning strategies and techniques accord with their individual styles within the learning process.

It is ascertained as a result of the relationship between academic studies outside the school of the students and their school success grade that the school success grade of the students who think that the studies outside the school have an influence over developing language skills is higher; and those who think that the studies outside the school have not any influence over developing language skills is lower. This situation shows that the factors such as meta-cognitive awareness, motivation and self-confidence have a direct influence over the foreign language learning process as well as the cognitive factors. Riemer, Claudia, Schlak and Torsten (2004) underlines that especially the motivation for foreign language learning in

a met-cognitive meaning is acknowledged as a highly effective factor both in foreign language acquisition and in foreign language education.

It could not be ascertained any significant relationship between the skill of describing the concept of foreign language strategies and the school success of the students. However, when the fact that the students can not define the concept of foreign language learning strategy even though the students are benefiting from the cognitive learning strategies within the process of foreign language learning is considered with the fact that there is no awareness about this concept in meta-cognitive dimension and with the relationship between learning style and the strategy usage, it is revealed that the strategies have not been using consciously enough. It is expected that a meta-cognitive consciousness that developed adequately reflects positively to language skills as much as to the school success.

It is expected under the concept of autonomous learning in contemporary foreign language education that the students can organize their learning processes effectively by means of taking decisions independently about their learning processes. However, the students should have meta-cognitive skills for being able to develop this skill (Flavell, 1971). In this sense, having a meta-cognitive consciousness; in other words, individual thinking processes in a declarative dimension, strategy knowledge for the problems and needs and planning in an executive dimension and self-evaluation are all important for activating the learning process (Kaiser & Kaiser, 1999). In this study, foreign language strategy acquisition of the students is discussed in meta-cognitive aspects and it is concluded that the students are not conscious enough in using foreign language learning strategies on the basis of the assumption that many cognitive and meta-cognitive factors have to be considered for the activation of foreign language learning process. Nevertheless, it is seen that the students can evaluate the individual learning processes in respect of self-evaluation (See Table 3 and Table 4), the influence of the studies outside the school over the school success, and determining the individual learning style and thus they display a positive attitude.

### **3.3. Suggestions**

The studies that provide an insight to cognitive and meta-cognitive processes on the basis of the assumption of that the autonomous learning has been considering as an aim within the context of contemporary foreign language education should be widen. These studies will both conduce the students towards thinking about the individual learning processes and will make a contribution to education by revealing the deficiencies from the viewpoint of

educators and researchers. In addition to this, giving more place to the strategy education which is closely associated with autonomous learning within foreign language education; raising awareness of the students about the individual learning processes and the cognitive and meta-cognitive dimensions of these processes; and organizing seminars and events for the students and the teachers by specialists will be beneficial.

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