

Individual Differences and Language Learning Strategies

Authors : Nilgun Karatas, Bihter Sakin

Abstract : In this study, the relationships between the use of language learning strategies and English language exit exam success were investigated in the university EFL learners' context. The study was conducted at Fatih University Prep School. To collect data 3 classes from the A1 module in English language classes completed a questionnaire known as the English Language Learning Strategy Inventory or ELLSI. The data for the present study were collected from the preparatory class students who are studying English as a second language at the School of Foreign Languages. The students were placed into four different levels of English, namely A1, A2, B1, and B2 level of English competency according to European Union Language Proficiency Standard, by means of their English placement test results. The Placement test was conveyed at the beginning of the spring semester in 2014-2015. The ELLSI consists of 30 strategy items which students are asked to rate from 1 (low frequency) to 5 (high frequency) according to how often they use them. The questionnaire and exit exam results were entered onto SPSS and analyzed for mean frequencies and statistical differences. Spearman and Pearson correlation were used in a detailed way. There were no statistically significant results between the frequency of strategy use and exit exam results. However, most questions correlate at a significant level with some of the questions.

Keywords : individual differences, language learning strategies, Fatih University, English language

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