

Predictive Roles of Language Learning Strategies, Academic Self-concept, Gender and Grade Level in English Language Learning Achievement

Cemal Bıyıklı, Dr., Curriculum Development, Ankara Private Tefvik Fikret Schools, Türkiye
cemal.biyikli1972@gmail.com  0000-0002-8060-8977

Keywords

Language learning strategies
Academic self-concept
English language learning
Academic success
Prediction

Article Info:

Received : 31-05-2022
Accepted : 13-03-2023
Published : 22-04-2023

DOI: 10.52963/PERR_Biruni_V12.N1.16

Abstract

This study aims to identify the factors influential in academic achievement in learning English. The study was conducted with the participation of 522 students who were the ninth, tenth and eleventh graders in an Anatolian High school located in Ankara city centre. The research data were collected with the Turkish version of personal and academic self-concept inventory (PASCI-Fleming & Whalen, 1984) and of strategy inventory for language learning (SILL-Oxford, 1990) (Cesur & Fer, 2007). The data were then analysed through bivariate correlation coefficient and multiple linear regression analysis. As a result, significant correlations were found between academic achievement in English and all sub-factors of learning strategies and of academic self-concept ($p < .01$). It was found that all the variables analysed (gender as male students, grade 11 as class variable, language learning strategies, academic self) predicted 42% of the variance in academic achievement in English. In the study, it was found that cognitive, compensatory and metacognitive strategies which are language learning strategies positively predicted English academic achievement while affective strategies predicted negatively. In the academic self-dimension of the study, it was found that academic ability and family acceptance positively predicted academic success in English while physical appearance and social anxiety predicted negatively.

To cite this article: Bıyıklı, C. (2023). Predictive roles of language learning strategies, academic self-concept, gender and grade level in English language learning achievement. *Psycho-Educational Research Reviews*, 12(1), 249-272. doi: 10.52963/PERR_Biruni_V12.N1.16

INTRODUCTION

Individuals need to learn a foreign language if they want to adapt into the developments or changes which arise in science, art, economy, technology and so on in this century (Ataman, 2017; Aykaç, 2020; Demirel, 2004; Kırkiç & Boray, 2017). The need also helps the individuals to communicate with others in the society, to have respect for the cultural properties and lifestyles of the society, to look at such issues as the mental development and problem-solving power from a different perspective and to understand different cultures (Alptekin, 1989). Despite the great importance of learning a foreign language, it becomes apparent on considering the efforts and resources wasted in this area it is seen that there is not enough efficiency in foreign language education (Işık, 2018).

The failure in foreign language teaching can be described by making quotations from various researchers. In his research, Gökdemir (2005) describes the universities' not providing enough opportunities to practise despite offering English preparatory classes, their using teacher-centered approach to teach English, the students' not showing necessary effort in order to learn English and the failure to provide an appropriate classroom environment for teaching as the encountered problems. Can and Can (2014) argue that the causes of failure in English language teaching are English Language Department students' lack of interest in learning the language, their ignorance of the probable benefits of learning the language and their priority to take notes so as to pass their exams. Işık (2008) stated in his research that a foreign language education culture has been formed since the Ottoman Empire, and that this is insufficient in addition to the developing teaching methods and techniques. Haznedar (2010), the most basic problems in the English language teaching process in Turkey are crowded classrooms, inadequacy of physical conditions, inadequacies in qualified teacher training, language policies and approaches to language teaching.

The existence of problems in foreign language teaching gives us clues on the influential factors in language learning. The interpretation for the four studies cited above (Can & Can, 2014; Gökdemir, 2005; Haznedar, 2010; Işık, 2008) may be that learning environments and the characteristics of learners and teachers are effective in foreign language teaching. Similar to this interpretation, Conteh-Morgan (2002) also states that student characteristics and the effects of the teaching-learning process, social content, learning conditions and learning are the most significant variables in foreign language teaching. Students' academic achievement in foreign languages can be increased if all other variables influential in foreign language teaching in addition to the ones are improved. In other words, increase in academic achievement, which is an important variable (Güven, 2004), can be secured by managing various factors accurately.

The concept of success has been perceived in various ways and different structures have been made. Success is progress towards achieving the desired result (Şimşek, 2012). Academic achievement indicates the student's level of achievement of instructional goals (Baykul, 2015). The academic achievement discussed in this study as stated by Good (1973) and Özgüven (2022) is expression the development of the students in the courses in the curriculum, the grades given by the teachers for the performance of the students in the classroom, the skills determined by the test scores or both. Students' academic achievement is influenced by their (students') levels of social-emotional-mental development, their levels of motivation, their ways of perceiving the school and by their study habits (Eymur & Geban, 2011; Keskin & Sezgin, 2009), students' age and gender (Khesht-Masjedi, et al., 2019; Nasir & Masrur, 2010; Yalın, 2020), their intelligence, concerns, personality, beliefs, attitudes and capabilities (Ekmekyermezoğlu, 2010) are also important in determining academic achievement. The variables mentioned in these studies can differ from person to person. Such individual differences between students have different effects on them in the process of language teaching and have direct effects on their academic achievement in foreign language (Aydın & Zengin, 2008).

Individual differences among learners reveal the emergence of the concept of learner autonomy. It requires preparing an individual and educational action plan (Can, 2011). Dickinson (1992) describes learner autonomy as learners' decisions on their learning process and their implementation of the decisions. In other words, learner autonomy requires learners to take the responsibility of their learning and to use learning strategies (Gözüm & Başbay, 2019). Learning strategies involve the techniques used in order to remember, comprehend and apply the knowledge and skills in an area. When seen from this perspective, learning strategies can be important in serving to a purpose such as "being able to learn a foreign language in good quality" (Chamot, et al., 2004).

Weinstein, et al. (2000) call strategies containing any type of emotion, thought, belief or behaviour which enable one to acquire new knowledge and skills, to internalise them and then to use them in different situations language learning strategies. Riding and Rayner (1998), on the other hand, defined the methods and techniques which individuals develop to solve their problems when they feel incompetent while learning a language as language learning strategies.

Language learning strategies which are labelled as the techniques which contribute to students' ability to learn a foreign language enable them to understand what they have been taught and to retain it in their mind. It, in turn, accelerates their language learning process and makes it fun (Bekleyen, 2005). Students' use of learning strategies in environments which are supported by language learning strategies will cause them both to be open to development and to promote their academic achievement (Baş, 2014). Studies which analyse language learning strategies along with students' academic achievement are available in the literature. When these studies are examined, it is demonstrated that those students who were academically more successful used language learning strategies more frequently (Çetinkaya, 2017; Gan, et al., 2004; Green & Oxford, 1995; Uslan, 2006; Wharton, 2000; Yamamori, et al., 2003), that certain strategies were more effective in increasing academic achievement (Atan, 2003; Gözüm & Başbay, 2019; Öztürk, 2004), that vocabulary learning strategies increased success at words (Aydemir, 2007; Bölükbaş, 2013) and that language learning strategies (memory and cognitive) predicted academic achievement (Baş, 2014).

Language learning strategies which are thought to be effective in the development of academic achievement can be said to differ from student to student (Gözüm & Başbay, 2019). The difference can be influenced by the education (Akkaş-Baysal, 2020) they receive in their family (Güney, 2009) and in their school (Çalık & Kurt, 2010). Those factors education, family, school which affect language learning strategies can also lead to the development of students' academic self-concept (Cesur, 2016). Their academic self-perception will develop in positive ways if their needs to increase academic achievement are met. The learning-teaching process should be regulated in accordance with students' interest, skills and capabilities to be able to secure the development (Işmar & Şehitoğlu, 2021). When learning-teaching environments are arranged in this way, students' academic achievement can also be high (Cesur, 2016). The students with high academic achievement will have higher academic self-concept than those who do not have academic achievement (Marsh, et al., 2005).

The points common to the academic self-concept definitions are that individuals make self-evaluations, that they compare themselves with the society in which they live, that the concept has both cognitive and affective aspects, that it is not restricted to one single academic domain and that personal views and academic competence is also included (Cantekin, 2020). Academic self-concept can be both the cause and effect of academic achievement (Marsh et al., 2005). Besides, its influence in achievement can also be said to be stronger than the effectiveness of achievement (Lau & Chan, 2001). The fact that the two concepts are so close to each other has also reflections in the literature. Accordingly, it is argued in the literature that academic achievement and academic self-concept are correlated (Akyüz, 2019; Dickhäuser, 2005; Guay, et al., 2003; Işmar & Şehitoğlu, 2021; Koç, 2011; Korkmaz & Kaptan, 2002; Marsh & Craven, 2006; Piyancı, 2007; Valentine & Dubois, 2005), that academic self-concept influences students' academic achievement in positive ways (Cantekin, 2020),

that academic self-concept is a predictive of academic achievement (Awad, 2007; Dursun-Sürmeli & Ünver, 2017; Karasakaloğlu & Saracaloğlu, 2009; Stringer & Heath, 2008; Şimşek, 2012) and that academic self-concept is a predictive of achievement in foreign language learning (Saracaloğlu & Varol, 2007).

It was remarkable in the literature were not available in relation to the prediction of language learning strategies and of academic self-concept in academic achievement in foreign language learning. On the other hand, no studies which investigated the four variables influential in foreign language learning achievement (language learning strategies, academic self-concept, grade levels and gender) were found.

Several ways have been tried so as to make the process of foreign language learning more permanent. One of the ways is to determine the factors which influence achievement in foreign language learning as in many other areas. The main aim of the research is to determine the effects of language learning strategies, academic self, grade level and gender on foreign language academic success of students in foreign language learning. It is thought that this aim will contribute to the preparation of foreign language teaching programs and the development of foreign language teaching methods. The thought is considered to be correct in that it explains what academic achievement in language learning is influenced by. Additionally, it can also be said that showing researchers an example for a statistical method that they can use in their study, the linear regression analysis used in the study, is also valuable.

Based on what has been stated so far, this study aims to identify the factors which influence academic achievement in English as a foreign language. In accordance with this general purpose, the research problem was formulated as “what are the factors which influence secondary school students’ (the 9th, 10th and 11th graders’) levels of academic achievement in English?”. Setting out from the research problem, answers are sought to the following questions:

1.How correlated are language learning strategies, academic self-concept, gender and grade levels to academic achievement in English?

2.How strong are language learning strategies, academic self-concept, gender and grade levels in predicting academic achievement in English classes?

METHOD

RESEARCH DESIGN

This research was designed according to the quantitative approach and the relational survey model was preferred in the study. In relational survey, which is one of the general survey models, the degree of change between at least two variables is determined (Karasar, 2020). In this study, the relationships among English academic achievement, language learning strategies, academic self-concept, gender and grade level were examined.

STUDY GROUP

The research for the study was conducted in May and June in the Spring semester of 2018-2019 academic year due to convenience to the researcher (physical, managerial, practical and economic convenience). The research was conducted in an Anatolian high school located in Çankaya, one of the central districts of Ankara. The 9th, 10th and 11th graders at the Anatolian school participated in the research on the basis of volunteering (Güven, et al., 2020). The participants were informed of the content of the study and of where to use the research data beforehand. Their permission to use the research data within the scope of the study was also obtained prior to the research.

The population for the study was composed of the 9th, 10th and 11th graders who attended the Anatolian high school in 2018-2019 academic year when the research was done. The research was done with the inclusion of high school students considering the maturation level of them and the fact that the statements in the language learning strategies scale and in the academic self-concept scale would be understood and interpreted better by them (Baş, 2014; Cesur, 2016; Gözüm & Başbay, 2019). The 12th graders were not included in the study because they were preparing for university entrance exam (This exam is that everyone who has completed high school education must take in order to go to university.) in the period when the research was done. Convenience sampling method was used in collecting the research data.

550 of the 671 students who were the 9th, 10th and 11th graders in the school where the research was done agreed to take part in the research. 28 of them were excluded from the research due to some reasons (such as not completing the whole scale, refusing to write down their school number). Thus, remaining 522 students who were included in the research constituted 78% of all the 9th, 10th and 11th graders in the school. 182 of the participants (98 female students (53.84%) and 84 male students (51.85%) were the 9th graders while 178 of them (96 female students (53.93%) and 82 male students (46.07%) were the 10th graders and 162 of them (84 female students (51.85%) and 78 male students (48.15%) were the 11th graders. Considering all the students included in the study, 34.86% of them were the ninth graders whereas 34.09% were the tenth graders and 31.05% were the eleventh graders. In addition to this, 278 (53.46%) of the participants were female students whereas 244 of them (46.54%) were male students.

VARIABLES

LANGUAGE LEARNING STRATEGIES

The Strategy Inventory for Language Learning (SILL) was used so as to determine students' language learning strategies. It was developed by Oxford (1990). The scale consists of six sub-parts and 50 items. It is in 5-pointed Likert type, and the maximum score receivable from the inventory is 250 and the minimum score is 50. The Turkish version of the inventory which was adapted by Cesur and Fer (2007) was used in the current study. The English and Turkish versions of the SILL were used in several studies. The Cronbach's Alpha coefficients for the inventory are shown in Table 1 by adding the data in this study to the implementation results of the inventory (Cited in Akar, 2013).

Table 1. Cronbach Alpha Values of the Application Results of the SILL in the current and Other Studies

<i>Language Learning Strategies</i>	<i>Original Scale (Oxford, 1990)</i>	<i>Cesur and Fer (2007)</i>	<i>Felemens (2008)</i>	<i>Park (2011)</i>	<i>Fazeli (2012)</i>	<i>Akar (2013)</i>	<i>in research (2019)</i>
Total	.93	.92	.93	.90	.89	.95	.97
Memory Strategies	.80	.73	.73	.69	.73	.83	.83
Cognitive Strategies	.78	.82	.83	.75	.71	.85	.90
Compensation Strategies	.75	.65	.63	.43	.72	.75	.82
Metacognitive Strategies	.86	.86	.89	.78	.81	.91	.90
Affective Strategies	.78	.59	.58	.45	.71	.72	.82
Social Strategies	.93	.92	.93	.90	.89	.95	.83

ACADEMIC SELF-CONCEPT

The data on students' academic self-concept were collected with the Personal and Academic Self-concept Inventory (PASCI). The inventory was prepared by Fleming and Whalen (1984). It contains nine sub-parts and 45 items. The items are in 7-pointed Likert type. The maximum score from the inventory is 315, and the minimum score is 45. The original inventory was used in the interviews with English teachers. Fleming and Whalen (1990) calculated the reliability of the inventory in internal consistency and test-retest method. The correlation between social anxiety- a

sub-factor of the inventory- and social anxiety available in FSB (Fenigstein, et al., 1975; Cited in Fleming & Whalen, 1990) was found as $r = -.80$; and the correlation with RSES (Rosenberg Self-Esteem Scale, Rosenberg, 1965; Cited in Fleming & Whalen, 1990) in terms of self-respect was found as $r = .74$. The Cronbach's Alpha for the results of the implementation is shown in Table 2.

Table 2. *Cronbach Alpha Values for the Results of the Academic Self-Concept Inventory in the Research.*

<i>Academic Self Inventory Sub-Dimensions</i>	<i>Cronbach Alpha Values</i>
Academic Self Total	.93
Self-Esteem	.53
Social Acceptance	.80
Academic Ability	.68
Verbal Ability	.65
Mathematical Ability	.86
Physical Appearance	.86
Physical Ability	.65
Family Acceptance	.74
Social Anxiety	.80

ACADEMIC ACHIEVEMENT IN ENGLISH

The participants' end of the year average mark for their academic achievement in English was considered as their academic achievement score. End of the year average mark is calculated by adding the average mark which is found with marks students receive one written, two oral exams (student's performance in the lesson) and one performance (both process-based and product-based type) assignment given in the second semester to the average mark for the first semester and then dividing the total into two. Thus, the students' average, was 74.1 and the standard deviation was 12.85.

GRADE LEVEL AND GENDER

The data for the students' gender and grade level were obtained through the personal information form available in the scales. The distribution of the students according to gender and grade levels is described in detail under the heading of the study group.

DATA ANALYSIS

The analyses were done for the variables available in the study by means of the SPSS 23 package programme. The analyses included arithmetic mean, standard deviation, skewness and kurtosis, bivariate correlation coefficient and multiple regression. The correlations between the dependent variable (academic achievement in English) and the independent variables (language learning strategies, academic self-concept) were analysed through Pearson product moments multiplication correlation. Multiple linear regression analysis was used in analysing the effects of gender, grade levels, language learning strategies and academic self-concept on academic achievement in English.

Certain assumptions should be met so as to do the multiple regression analysis. Therefore, Mahalanobis distance which does not have values which negate the linearity and normality assumption was examined and calculated. Besides, whether or not the data for the variables displayed linearity assumption was tested by examining the scatter plot for the dependent and independent variables. Accordingly, it was also found that the correlation between the standardised predicted values available in the scatter diagrams and the standardised residual values was linear (Büyükoztürk, 2020; Yurt, 2014). It was found that the multicollinearity problem, which is another of the multiple regression analysis assumptions, was fulfilled because the correlation values of the independent variables in the study were between $r = .158$ and $r = .801$. In other words, since the criterion that there should not be a high correlation ($r > .90$) between the variables was in the study,

the assumption of multiple regression analysis was provided (Çokluk, et al., 2018). The correlations between academic achievement in English and language learning strategies and the sub-factors of academic self-concept were smaller than $r=0.90$. Therefore, it may be said that there are no high correlations between these values and scores for academic achievement in English. Because academic achievement in English had very high correlations with language learning strategies and with the general scores for academic self-concept, the linearity assumption could not be met. Thus, it was not included in multiple regression analysis. In addition to this, it was also found that there was no collinearity problem between the variables, the variance increase factors (VIF) in the data set were 10 and below 10 (1.55-5.070), the tolerance values (TV) were .10 and above .10 (.191-.901) and was supported (Çokluk, et al., 2018). In brief, the data set used in the study is thought to meet the required assumptions.

ETHICAL PRINCIPLES OF THE RESEARCH

The research was conducted with the participation of volunteered students (Creswell, 2016). The participants were informed of the study, and they were assured that their identity would be kept confidential, and their approval was received. The school name and students' names were not mentioned in the study. The application process, data collection tools, the data analysis and the results of the analyses were described in detail and accurately within the scope of research ethics. The references consulted in writing the article were listed meticulously (Creswell, 2016).

FINDINGS

Whether or not the participants' academic achievement scores for English, their scores for the sub-factors of Strategy inventory for language learning (SILL) and of academic self-concept inventory (PASCI) which constituted the data set of the research had normal distribution was analysed. It was found that their arithmetic mean for their achievement in English scores was $\bar{x}=74.71$, standard deviation was $sd=12.85$, skewness was $\alpha_3=-.499$, kurtosis was $\alpha_4=-.58$. The average for language learning strategies scores was between $\bar{x}= 17.35$ and $\bar{x}= 44.16$, standard deviation was between $sd=5.48$ and $sd=11.79$, skewness coefficients were between $\alpha_3=-.341$ and $\alpha_3=.076$, kurtosis coefficients were between $\alpha_4=-.524$ and $\alpha_4=-.180$. The averages for academic self-concept scores were between $\bar{x}= 22.02$ and $\bar{x}= 25.19$; standard deviation was between $sd=5.41$ and $sd=7.53$; skewness coefficient was between $\alpha_3=-.376$ and $\alpha_3=-.82$; and kurtosis coefficient was between $\alpha_4=-.703$ and $\alpha_4=.112$. An examination of the skewness and kurtosis coefficients showed that the values changed between -2 and +2, and therefore, the data set can be said to have normal distribution (Tabachnick & Fidell, 2019).

HOW DO LANGUAGE LEARNING STRATEGIES AND ACADEMIC SELF-CONCEPT RELATE TO ACADEMIC SUCCESS IN ENGLISH COURSE?

Table 3 shows the correlations between academic achievement in English and language learning strategies and academic self-concept. Accordingly, there are significant correlations between academic achievement in English and all sub-factors of language learning strategies and of academic self-concept ($p<.01$). The highest correlation is between academic achievement in English and cognitive strategies a sub-factor of language learning strategies ($r=.487$, $p<.01$). The correlations between academic achievement in English and the other sub-factors of language learning strategies are as in the following from the highest to the lowest: compensation strategies ($r=.430$, $p<.01$), social strategies ($r=.375$, $p<.01$) and affective strategies ($r=.298$, $p<.01$). The highest correlation between academic achievement in English and acceptance by the family- a sub-factor of academic self-concept is the highest ($r=.389$, $p<.01$). The correlations between academic achievement in English and the other sub-factors of academic self-concept are as in the following- from the highest to the lowest: academic capability ($r=.332$, $p<.01$), verbal capability ($r=.313$, $r<.01$), self-respect ($r=.301$, $p<.01$), mathematical capability ($r=.251$, $p<.01$), physical appearance ($r=.212$,

p<0.01), social acceptance (r=.205, p<.01), physical capability (r=.201, p<.01) and social anxiety (r=.134, p<.01). Besides, the correlations between language learning strategies and the sub-factors of academic self-concept were also found to be significant (p<.01).

Table 3. Correlation Values between Academic Achievement in English, Language Learning Strategies and Academic Self-Concept

Variables	Mean	Sd	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12	V13	V14	V15	V16
V1Academic Success in English	74.71	12.85	1															
V2Memory Strategies	27.00	7.37	.438**	1														
V3Cognitive Strategies	44.16	11.80	.487**	.789**	1													
V4Compensation Strategies	19.21	5.48	.476**	.658**	.782**	1												
V5Metacognitive Strategies	28.61	8.48	.430**	.645**	.801**	.737**	1											
V6Affective Strategies	17.35	5.82	.298**	.659**	.658**	.589**	.689**	1										
V7Social Strategies	19.51	5.76	.371**	.635**	.661**	.653**	.684**	.692**	1									
V8Self-Esteem	23.19	5.42	.301**	.369**	.348**	.369**	.322**	.364**	.379**	1								
V9Social Acceptance	24.02	7.12	.205**	.198**	.172**	.158**	.165**	.186**	.191**	.405**	1							
V10Academic Ability	22.03	5.99	.332**	.393**	.269**	.243**	.261**	.352**	.344**	.568**	.478**	1						
V11Verbal Ability	24.39	5.69	.313**	.353**	.349**	.334**	.315**	.332**	.402**	.569**	.476**	.498**	1					
V12Mathematical Ability	22.07	7.53	.251**	.345**	.257**	.242**	.200**	.280**	.292**	.391**	.266**	.501**	.305**	1				
V13Physical Appearance	22.16	6.07	.212**	.356**	.333**	.385**	.345**	.407**	.360**	.629**	.385**	.521**	.468**	.362**	1			
V14Physical Ability	23.71	6.54	.201**	.287**	.263**	.296**	.239**	.283**	.273**	.507**	.436**	.408**	.436**	.359**	.532**	1		
V15Family Acceptance	25.20	6.13	.389**	.356**	.311**	.289**	.312**	.294**	.332**	.452**	.329**	.448**	.467**	.406**	.374**	.299**	1	
V16Social Anxiety	22.87	7.12	.134**	.237**	.213**	.228**	.234**	.284**	.278**	.511**	.682**	.514**	.529**	.307**	.535**	.495**	.343**	1

WHAT IS THE PREDICTIVE POWER OF LANGUAGE LEARNING STRATEGIES, ACADEMIC SELF, GENDER AND GRADE LEVEL IN ENGLISH COURSE ACADEMIC SUCCESS?

According to Table 4, students’ academic achievement in English is predicted significantly by gender (male), grade level (11th grade), language learning strategies and all the sub-factors of academic self-concept ($F_{(17,504)}=21.536, p<.001$). In other words, all the variables analysed in the study

were found to explain 42% of the variance in academic achievement in English. Gender on its own did not have any effects on explaining students' academic achievement in English ($p>.05$). An examination of the data shown in Table 2 demonstrates that the 11th grade, the variable of grade level ($B=6.542$, $t=6.603$, $p<.05$), predicts academic achievement ($F_{(17,504)}=21.536$, $p<.001$). On the other hand, the 11th graders' academic achievement in English was found to be higher than the 9th and 10th graders. Thus, an increase of 6.542 units occurred in their achievement at 11th grade.

Table 4. Multiple Regression Analysis Results on Predicting Academic Achievement in English

	Unstandardized Coefficients		Standardized	t	p	Collinearity Statistics	
	B	Standard Error	Coefficients Beta			Tolerance	VIF
(Constant)	38.297	2.6		14.732	.000		
Sex (Male)	.505	.954	.02	.53	.597	.836	1.196
Class (11th Grade)	6.542	.991	.236	6.603	.000	.901	1.109
Memory Strategies	.047	.107	.027	.44	.66	.305	3.284
Cognitive Strategies	.184	.083	.169	2.212	.027	.197	5.070
Compensation Strategies	.537	.140	.229	3.841	.000	.322	3.101
Metacognitive Strategies	.218	.099	.144	2.203	.028	.269	3.722
Affective Strategies	-.345	.121	-.156	-2.852	.005	.383	2.610
Social Strategies	.08	.123	.036	0.65	.516	.377	2.650
Self-Esteem	.019	.121	.008	0.156	.876	.440	2.270
Social Acceptance	.157	.088	.087	1.84	.075	.484	2.067
Academic Ability	.403	.107	.188	3.771	.000	.464	2.154
Verbal Ability	.128	.108	.057	1.183	.237	.504	1.986
Mathematical Ability	-.011	.072	-.007	-.158	.875	.645	1.552
Physical Appearance	-.213	.105	-.1	-2.028	.043	.468	2.136
Physical Ability	-.009	.088	-.005	-.102	.919	.571	1.750
Family Acceptance	.362	.088	.173	4.09	.000	.645	1.550
Social Anxiety	-.329	.096	-.183	-3.428	.001	.405	2.468
$F_{(17,504)}=21.536$	R=.649						
$p<.001$	$R^2=.421$						

An examination of the data in Table 4 makes it clear that cognitive strategies ($B=.184$, $t=2.212$, $p<.05$), compensation strategies ($B=.537$, $t=3.841$, $p<.05$), metacognitive strategies ($B=.218$, $t=2.203$, $p<.05$) and affective strategies ($B=-.345$, $t=-2.852$, $p<.05$) the sub-factors of language learning strategies- predict students' academic achievement in English. While cognitive, compensation and metacognitive strategies predict academic achievement in positive ways, affective strategies predict it in negative ways. When there is a one unit of rise in cognitive, compensation and metacognitive strategies, there is a rise of $B=.184$ (for cognitive), $B=.537$ (for compensation) and $B=.218$ (for metacognitive) units in students' academic achievement. On the other hand, when there is a one unit of rise in affective strategies, there is a $B=.345$ decrease in students' academic achievement scores.

The Standardized Coefficients Beta value gives the order of importance of the variables. Regardless of whether the sign in front of it is minus or plus, the largest value represents the most influential variable (Büyüköztürk, 2020). Accordingly, when we look at the Standardized Coefficients Beta value in Table 4, it is seen that compensatory strategies are the most effective in predicting academic achievement among language learning strategies.

It is also evident from Table 4 that academic capability ($B=.403$, $t=3.771$, $p<.05$), physical appearance ($B=-.213$, $t=-2.028$, $p<.05$), acceptance by the family ($B=.362$, $t=4.090$, $p<.05$) and social anxiety ($B=-.329$, $t=-3.428$, $p<.05$)- the sub-factors of academic self-concept- predict students'

academic achievement in English ($F_{(17,504)}=21.536, p<.001$). While academic achievement in English is predicted by academic capability and acceptance by the family in positive ways, it is predicted by physical appearance and social anxiety in negative ways. Thus, an increase of one unit in academic capability and acceptance by the family leads to an increase of $B=.403$ units (for academic capability) and $B=.362$ units (for acceptance by the family) in students' academic achievement scores. On the other hand, an increase of one unit in physical appearance and social anxiety leads to a drop of $B=.213$ units (for physical appearance) and $B=.329$ units (for social anxiety) in students' academic achievement scores. According to the standardised coefficients beta shown in Table 4, academic capability has the largest effect on predicting academic achievement. The regression equation formed in relation to the prediction of academic achievement by grade level and by the sub-factors of language learning strategies and academic self-concept is as in the following:

$$\text{Academic Achievement} = 38.297 + 6.542 * \text{Class (11th Grade)} + .184 * \text{Cognitive Strategies} + .537 * \text{Compensation Strategies} + .218 * \text{Metacognitive Strategies} - .345 * \text{Affective Strategies} + .403 * \text{Academic Ability} - .213 * \text{Physical Appearance} + .362 * \text{Family Acceptance} - .329 * \text{Social Anxiety} + e$$

According to the regression equation, the highest factor in predicting students' English academic achievement is the variable of grade level (11). According to the correlation coefficient, it can be said that the relative importance of the predictive variables of language learning strategies on English course academic success is compensatory strategies, affective strategies, metacognitive strategies and cognitive strategies. According to the correlation coefficient, the relative importance of academic self-predictive variables on academic success in English courses could be academic ability, social anxiety, family acceptance, and physical appearance.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

One of the findings obtained in this current study was related to the investigation of the correlations between the sub-factors of language learning strategies and academic achievement in English. Accordingly, significant correlations were found between the sub-factors of language learning strategies and academic achievement. Studies are also available in the literature supportive of this finding. Gözümlü and Başbayrak (2019) concluded that the students who used language learning strategies while learning English had higher academic achievement than those who did not use the strategies. Demirel (2012) also concluded in his research that as students use language learning strategies more, their academic success increases. Bremner (1999), Nisbet et al. (2005) found significant correlations between language learning strategies and proficiency in a foreign language; El-Dip (2004), Aslan (2009) and Baş (2014) found significant correlations between language learning strategies and academic achievement. Besides, Dreyer and Oxford (1996) found the correlation between language learning strategies and academic achievement as $r=.73$ whereas Oxford and Ehrman (1995) found it as $r=.61$. In these two studies, there is a strong, significant and positive relationship between language learning strategies and academic achievement. (Christensen, et al., 2012). Results contrary to the ones obtained in this study were also found in the literature. Thus, Tüz (1995) found that there were no correlations between language learning strategies and language proficiency. Some research (Mullins, 1992; Park, 1994; Watanabe, 1990 (Cited in Oxford et al., 2004)) found that the correlations between using language learning strategies and academic achievement were not very high. We can say that these results are due to the characteristics of the research group and the data collection tools used in the research.

Teaching foreign language strategies to students can be possible with teachers. Teachers hold the view that teaching the strategies in classes takes too much time (Sökmen, 2006). In that case, English teachers need to find new ways to teach and to use the strategies. One of the ways is to give homework and another is to use blogs. Students can have the opportunity to revise the subjects and

strategies taught to them by doing homework. It is reported in the literature that teachers think that students who do homework promote their achievement in a foreign language (Koçak & Göçer, 2020; Sönmez et al., 2017; Wallinger, 2000). Homework in language teaching enables language education to continue outside the classroom. Students also devote more time to studying. When assigning homework, the assignments should be appropriate to the level of the students. In assignments, attention should be paid to the academic interests and wishes of the students. Homework should be fun, reinforcing what is learned in the lesson and applicable in daily life (Büyüktokatlı, 2009).

Developments in educational technologies have also changed the types of homework given by teachers. It is inevitable for teachers to make use of the possibilities of technology in the present day. Their use of the possibilities offered by technology in the learning and teaching process can have impacts on students. One of the possibilities of technology increasing achievement in English is the use of blogs. Aykaç (2020) asked students to use blogs and to write on blogs. The experimental group students' achievement in as well as their attitudes towards the course increased through the blog implementation. Huang (2016), in a study concerning students' use of blogs, teachers' and students' use of blogs is beneficial in foreign language education. In addition, Huang recommended using the blogging method as a course tool.

Another finding obtained in this study is that cognitive strategies have the highest correlations with academic achievement, and affective strategies have the lowest correlations among language learning strategies. According to this finding, it can be said that the academic achievement of the students who use cognitive strategies is high, and the academic achievement of the students who use affective strategies is low. Studies which are parallel in this finding (Gözüm & Başbay, 2019) are also available in the literature. Gözüm and Başbay (2019) found that the students who used cognitive strategies at high levels attained higher achievement than those who used those strategies at medium or low levels. Alyılmaz and Şengül (2018), Öztürk (2004) and Oxford and Ehrman (1995) also found in a similar way that students' use of cognitive strategies affected the achievement of students in languages in positive ways (grammar, advanced reading, writing, listening, pronunciation, motivation). In contrast, studies which found that academic achievement had high correlations with memory strategies and low correlations with social strategies are also available (Aykaç, 2020) in the literature.

Studies in which affective strategies were used less than the other strategies are also found in relevant literature. Hamamcı (2012) found that students in university preparatory classes used affective strategies less than other strategies. A similar result was achieved when Uztosun (2014) performed with randomly selected students studying in the Department of English Language Education. Using affective strategies can be influenced by students' perceptions of beliefs and attitudes towards languages. Graham (2003) found that students ignored learning strategies when they have low self-sufficiency beliefs and low self-perception, and that such a situation affected their academic achievement in negative ways.

The current study also found that there were significant high correlations between academic achievement in English and the sub-factors of academic self-concept. In parallel to this finding, there are also studies in the literature that support the finding of the research and show a significant and high relationship between academic achievement and academic self-concept (İşmar & Şehitoğlu, 2021; Piyancı, 2007; Valentine & Dubois, 2005). In the literature, there are studies (Dickhäuser, 2005; Karasakaloğlu & Saracaloğlu, 2009; Rodriguez, 2009) that reveal a positive, significant and moderate relationship between academic achievement and academic self. There are also studies showing that academic self has a positive effect on academic achievement (Dika, 2012; Jansen & Suhre, 2010; Mihaela, 2015; Nunez, 2009). Apart from that, the researcher also found a study which found that there were no correlations between academic self-concept and academic achievement (Öner, 1993).

It may be said that there are significant correlations between academic self-concept (Akyüz, 2019) and that the two affect each other in positive ways (Marsh & Craven, 2006; Marsh & Martin, 2011). The efforts students make to attain their goals are influenced by their self-perceptions. Their motivation is very important in this process.

Students need to motivate themselves to attain academic achievement. The process of motivation leads them to use their potential at the maximum level. Students' motivation is very important in learning a foreign language as in achievement in any area (Cited in Akyüz, 2019). They should keep studying to learn the language. In order to ensure this continuity, their motivation and therefore their academic self-perceptions must be at a high level (Akyüz, 2019). Çetinkaya (2017) concluded that students with higher academic achievement used language learning strategies more often and that they had higher motivation. It can be said that the motivation of students for foreign language learning is effective in the increase in academic success and the use of language learning strategies more. For this reason, the conditions affecting motivation in foreign language education (teachers' characteristics, not being able to use the language practically, words that need to be memorized, the quality of learning-teaching processes (Mehdiyev, et al., 2016) and the fear of not being able to speak English (Csizer & Dörnyei, 2005)) should be taken into consideration.

Of the sub-factors of academic self-concept, acceptance by the family was the one with the highest correlations with academic achievement in English. Based on the items in PAsCI, it can be defined as being accepted by the family, supporting the student, and ensuring that the individual receives education according to his interests and wishes. According to this definition, it can be said that the primary duty of the family in the education process of the student is to reveal and develop the positive aspects and abilities of the student (Güney, 2009). Özer and Korkmaz (2016) stated that both the language success of the students at school and the frequency of using the language outside of school increased due to the importance given by the family to language learning. In addition, Özer and Korkmaz (2016) emphasized that family was important in increasing students' motivation to learn language. Gonzales (2001) identifies the external factors influential in learning a foreign language as the socio-cultural structure of the family such as parents' levels of education, their occupation, the family structure and the language used in the family. Bölükbaş (2010) found that students' academic achievement in learning a language (Turkish) increased in parallel to the rise in parents' levels of education.

On the other hand, the lowest correlation was between academic achievement and social anxiety. Social anxiety in foreign language teaching should be distinguished from other types of anxiety. Individuals who are going to learn a language can find themselves in a different environment once they have learnt the language. Even the thought of this situation can create fear in people. Students may have more fear than they should in this process. The anxiety and fear stand as a barrier in front of students (Allwright & Bailey, 2004).

It was also found in this study that all the variables together explained 42% of the variance in academic achievement in English. No studies focusing the extent to which academic self-concept, language learning strategies, grade levels and gender altogether predict academic achievement in a foreign language were found in the literature. However, studies (Baş, 2014; Saracaloğlu & Varol 2007) which argued the degree to which these variables (self-concept, attitude language learning strategies) each predicted academic achievement were available. Baş (2014) found that language learning strategies alone predicted 25% of academic achievement in English whereas Saracaloğlu and Varol (2007) found that academic self-concept and attitudes towards foreign languages together predicted 82% of academic achievement and that academic self-concept on its own predicted 44% of academic achievement. As to research in other areas, Stringer and Heath (2008) found that academic self-concept predicted 25% of the variance in academic achievement, Dursun et al. (2017) found that academic self-concept predicted 10% of academic achievement, Şimşek (2012) found that academic self-concept and score received from university entrance exam together predicted 44% of

achievement in mathematics, Nazlıççek (2007) found that previous achievement in mathematics and academic self-concept together predicted achievement in mathematics directly and significantly, and Awad (2007) concluded that academic self significantly predicted overall academic achievement.

It can be stated that the variables discussed in this study affect foreign language academic achievement. It can be said that many variables affecting foreign language academic achievement both in this study and in other studies are affected by attitude. Students' attitudes towards the foreign language, towards the teacher who teach the language, towards the school and towards learning in general affect their achievement in the foreign language (Anbarlı-Kırkız, 2010; Brown, 2001). According to Gardner and Lambert (1972), attitudes are a factor which motivate students in foreign language teaching (Cited in Özgan-Sucu, 2018). Saracaloğlu et al. (2014) demonstrated that there were quite high and positive correlations between students' attitudes towards foreign languages, their academic achievement and their academic self-design. Studies which conclude that there are positive and significant correlations between academic achievement in English and attitudes towards it (Anbarlı-Kırkız, 2010; Genç & Kaya 2011) are available in the literature. Thus, cooperation should be made with parents, different and rich methods should be used in classes and continuously positive atmosphere should be created in the learning-teaching process in order to increase students' attitudes towards the course.

Another finding in this study was that cognitive, compensation and metacognitive strategies positively predicted academic achievement in English but that affective strategies predicted it negatively. Cesur and Fer (2011) found that the most significant predictors of reading comprehension in foreign languages were cognitive and compensation strategies. Gözüm and Başbay (2019), on the other hand, reached the conclusion that the students who used cognitive strategies at high levels had higher scores for achievement in English than those who used the cognitive strategies at medium or low levels. Baş (2014) found that the learning strategies which influenced English academic achievement scores the most were cognitive strategies and memory strategies.

There are studies which demonstrate that metacognitive strategies were the predictors of academic achievement. Young and Fry (2008), Öztürk (2014) and Evran and Yurdabakan (2013) found positive and significant correlations between students' academic achievement in English and metacognitive skills. Pishghadam and Khajavy (2013) also found that metacognitive skills were a predictor of general achievement in languages (17.6%). Moradi (2013) found that the students who had received education in metacognitive awareness had higher academic achievement in English. In addition to that, Özgan-Sucu (2018) found metacognitive strategies explained 63% of academic achievement in English along with learned helplessness and attitudes towards the course. Contrary to the findings obtained in the study, Adıgüzel and Orhan (2017), Şahin and Küçüksüleymanoğlu (2015) found that there were no significant correlations between levels of metacognitive awareness and academic achievement in English.

Having metacognitive awareness in learning foreign languages enables students to use learning strategies consciously (Anderson, 2003). When considered in this sense, metacognitive strategies can also be regarded as strategies which organise the learning process. Learners plan, direct and correct the process by using this strategy (Özer, 2008). Students also follow the similar process while learning a language. The process of language learning involves several things new or different to learners such as unknown words, rules different from the rules in native language. According to Oxford (1990) increase in academic achievement can be obtained by using metacognitive strategies in the process in which learners have difficulty in focusing their attention (Cited in Vardar, 2011). The fact that one of the significant predictors of academic achievement in English is the use of metacognitive strategies can be due to the awareness of participants' metacognitive strategies. Thus, it may be said that students act strategically in learning a language and therefore they have the power to use new strategies. It is very natural for students to have these characteristics and to reflect those characteristics into their academic achievement.

Results different from the ones obtained here were also encountered in the literature. Gözüm and Başbay (2019) found significant differences between students who used affective strategies at high and medium levels in learning a language and students who used them at low levels. Baş (2014), in contrast to the findings of this study, found that compensation strategies had very small effects on academic achievement in foreign languages. Luo (2014) concluded that academic achievement was dependent on internal factors and efforts.

Considering one of the findings obtained from this study academic capability and acceptance by the family predicted academic achievement positively while physical appearance and social anxiety predicted it negatively. Academic self-concept is important in terms of clarifying students' views on their academic abilities. One of the definitions of academic self-concept is students' perception of their capabilities in their academic life (Trautwein, et al., 2006). Individuals' beliefs in academic education are influenced by their academic capabilities and by their intellectual accumulation which support (DeDonno & Fagan, 2013). One of the factors which makes the effects visible is students' comparison of their academic capabilities with their peers'. The academic capabilities of the students in groups where comparisons are made can lead students to have low or high academic self-perceptions. When one of the two students with similar achievement joins a group with high academic achievement, that student's development of academic self-concept is weaker than the student who joins the other group (Dadandı, 2017).

In this study, it is mentioned that self-concept influences academic achievement. Another component which influences academic achievement is the family. Families affect all kinds of academic success of students (Aslanargun, 2007). Woods, et al. (2007) concluded that the students who learnt a second language had families with education level above average and that their perceptions of English were formed by their families. The same study also mentions three levels of attitudes. Children of families with the highest level of attitudes have the highest academic achievement. They speak in English with their children to support their education, they listen to their children while they are reading, they read books with them and thus they set a model to their children and support them in learning English. In addition, it was concluded the study, that the number of family members who speak English at home and greater number of foreign language resources at home affect the family's attitude towards foreign language. This effect is more common in families with high level attitudes.

Families' explanation of the benefits of learning a foreign language to their children and thus urging them to learn a language make positive contributions to their language learning (Ekmekçi, 1983). Additionally, the environments and materials that families provide for their children to learn a language also affect the development of children's language development skills (Ünal, 2009). There are significant correlations between parents' interest in their children's education and children's academic achievement (Fullan, 2001). Face-to-face interviews can be conducted with parents who cannot provide this interest for various reasons. Families interest in foreign languages can be increased through such interviews. Teachers' communication with parents can help to eliminate such negative attitudes towards language learning. The consequence will be an increase in children's interest in learning a language and thus contributions will be made to their achievement in the language (Ministry of Education [MoNE], 2006).

Students' positive attitudes towards a course increase academic achievement (Genç & Kaya, 2011; She & Fisher, 2002 (Cited in Bölükbaş, 2010)). In order to achieve this increase, great responsibilities fall on the school and the family (Koç, 2011). Therefore, the school and the families should work in cooperation. The school should inform the families pedagogically and make them act in the light of the pedagogy. In a similar way, the families should be included in various activities including the decision-making process (Gümüşeli, 2004). Apart from these, there are also studies in the literature which conclude that there is no significant correlations between family participation

and academic success in English lessons (Doğan, 2018). This result may be due to the characteristics of the students and parents in the research group.

Still another finding obtained in this study was that academic achievement scores were affected in negative ways by the rise in importance attached to physical appearance and by the rise in social anxiety scores. Physical appearance is also mentioned as physical self-respect in relevant literature. It means self-evaluation made by individuals in relation to their bodily appearance (Adams et al., 2005). Several studies in the literature which were within our access reached conclusions different from the ones reached in this study. Karaçam and Pular (2019) found that physical education teachers' physical self-respect had positive and direct predictor effects on their perceptions of achievement. Kılıçarslan (2006) suggested that physical self-concept increased labour productivity while Pehlivan (2010) argued that there were positive and significant correlations between physical education department students' physical self-concept and their attitudes towards a course.

Social anxiety, just like physical appearance, was found to predict students' academic achievement in negative ways. Social anxiety is the feeling of fear and tension individuals experience due to thoughts that they will not behave consistently with the social circumstances they are in, that they will give negative impressions on people and that they will be criticised and evaluated negatively by others (APA, 2013). Studies which conclude that there are negative correlations between anxiety and academic achievement (Akyol et al., 2018; Dordinejad et al., 2011; Vitasari et al., 2010; Steinmayr et al., 2016) are available in the literature. In the light of these data, it may be said that anxiety affects academic achievement in negative ways.

Students who do what is asked to do them get high marks in exams, study efficiently and prioritise this characteristic of them are regarded as successful. Students' achievement academically helps them to feel that they are valuable (Yapıcı & Yapıcı, 2005). Feeling in this way diminishes social anxiety and may lead to the rise in academic achievement naturally. In addition to that, the attitudes displayed by students' family also causes the emergence or prevention of social anxiety. The problem-solving skills of students who are brought up in families with positive attitudes can develop and thus they have high academic achievement. In the opposite case, negative attitudes displayed by families can cause social anxiety to increase and thus their academic achievement to fall (Kaya et al., 2012).

In the literature, there are also studies which obtained findings different from this study. Gültekin and Dereboy (2011), for instance, found that there were no significant differences between individuals who have social phobia and those who do not have the phobia. Polat (2017) found that feeling of failure which was a sub-factor of academic self-efficacy and constant anxiety had positive and significant correlations with academic achievement and demonstrated through regression analysis that both variables explained 10% of the change in academic achievement.

Rise in social anxiety can cause the feeling of learned helplessness. Students who have the feeling of learned helplessness cannot control their learning process or cannot use their cognitive and affective properties if their efforts do not yield the desired results (Hsu, 2011). Even successful students can lose control in foreign language classes when they feel learned helplessness and as a result, their success can fall (Price, 1991). Yaman et al. (2011) concluded that students' academic achievement decreased as their levels of learned helplessness rose.

In another finding of the study, it was concluded that academic achievement in English was predicted only by academic achievement at the 11th grade level. This result can be interpreted as a contribution to the academic achievement of the students' previous studies only when they reach the 11th grade level.

The final finding obtained in the current study was that gender on its own did not predict academic achievement in English. Studies on whether or not academic achievement changes according to gender are available in foreign literature, which obtained varied results (Ekmekyermezoğlu, 2010). Based on these different results in the studies, in the examination of the relationship between gender and foreign language academic achievement, gender should not be taken only or directly, instead other variables should also be included in analyses. It may be said on the basis of this finding that there are variables apart from gender which can predict academic achievement better (Cantekin, 2020).

In conclusion, it was found that academic self-concept, language learning strategies, gender and grade level altogether predicted academic achievement in English by 42%. Accordingly, cognitive, affective and metacognitive strategies the sub-factors of language learning strategies predicted achievement in positive ways while affective strategies predicted in negative ways and academic capability and acceptance by the family the sub-factors of academic self-concept predicted academic achievement in positive ways whereas physical appearance and social anxiety predicted it in negative ways.

As with many studies, this study has some limitations. Extensive research was carried out while writing the article. Despite such a comprehensive literature review, no research has been encountered in which the variables used in the research are discussed. The data in the research were obtained from articles, theses, books, symposiums/congresses written in Turkish and English and various sources on the internet. The research data were collected only from English and Turkish sources can be considered as a limitation of this research.

The limitation of the study may also be due to the research design. The research was not conducted in all high schools in Ankara due to difficulties in obtaining permission from the participants or institutions. It may also be a limitation that the data affecting the results of the research indicate the current decision of the participants and their retrospective observations. In short, the results of the research and the following recommendations should be considered within the scope of these limitations.

The following can be recommended on the basis of the findings obtained and interpretations made in this study:

- Teachers should be made to learn and train the learners the language learning strategies and feel the importance of academic self-concept during pre-service and in-service training so as to increase academic achievement in English classes, and various activities (Such as seminar, workshop, project) should be organized in this sense.

- Considering the fact that students are not knowledgeable about language learning strategies, they should be taught those strategies during the learning-teaching process, and they should be given the opportunity to practise.

- In the current study, various scales are used. Instruments of qualitative research method along with the above-mentioned scales could be used by interviewing teachers and students and observing foreign language classrooms and thus further research could be performed. With this type of research, the reasons for the results can be understood.

- Further research could be done by employing variables such as learning styles, personality traits and study styles along with the variables used in this study-which demonstrated the extent to which academic achievement in a foreign language was predicted by language learning strategies, academic self-concept, grade levels and gender.

- Similar research could be conducted in secondary schools and elementary schools.

The precautions to be taken and priorities to be set can be determined in accordance with the results to be obtained in this current study which examines the effects of the sub-factors of language learning strategies and of academic self-concept on academic achievement in foreign language learning. Alternative work on curriculum development can be done for language teaching processes on the basis of the results. Thus, more effective teaching strategies may be used with students who have difficulty in foreign language learning.

REFERENCES

- Adams, G., Turner, H., & Bucks, R. (2005). The experience of body dissatisfaction in men. *Body Image*, 2(3), 271-283. <https://doi.org/10.1016/j.bodyim.2005.05.004>.
- Adigüzel, A., & Orhan, A. (2017). Öğrencilerin üstbiliş beceri düzeyleri ile İngilizce dersine ilişkin akademik başarıları arasındaki ilişki. *Ihlara Eğitim Araştırmaları Dergisi*, 2(1), 5-14. <http://ihead.aksaray.edu.tr/tr/>
- Akar, T. (2013). *Denetim odakları farklı lise öğrencilerinin dil öğrenme strateji tercihleri* (Thesis No.347998) [Master dissertation, Afyon Kocatepe Üniversitesi]. YÖK Thesis Center.
- Akkaş-Baysal, E. (2020). Türkiye’de dil öğrenme stratejileri konusunda yapılan çalışmaların incelenmesi: Meta değerlendirme. *Uluslararası Bilim ve Eğitim Dergisi*, 3(1), 13-27. <https://dergipark.org.tr/tr/pub/ubed/issue/55132/712262>
- Akyol, S. Ö., Yıldırım, H., & Sertel, E. (2018). Meslek yüksekokulu öğrencilerinin sosyal görünüş kaygısı, klout skoru ve akademik başarı puanı arasındaki ilişki: Sivrihisar örneği. *Erciyes İletişim Dergisi Akademia*, 5(3), 76-88. <https://doi.org/10.17680/erciyesakademia.340066>
- Akyüz, M. (2019). *The relationship between academic self-concept, academic achievement and l2 learning motivation of high school students in foreign language learning* (Thesis No.580026) [Doctoral dissertation, İstanbul Aydın Üniversitesi]. YÖK Thesis Center.
- Allwright, D. & Bailey K.M. (2004). *Focus on the language classroom. an introduction to classroom research for language teachers*. (10th ed.). Cambridge University Press.
- APA., (2013). *Diagnostic and statistical manual of mental disorders*. American Psychiatric Association.
- Alptekin, C. (1989). “Yabancı dil öğrenmek Türkçe’yi unutturmaz.” *Anadilinde çocuk olmak, yabancı dilde eğitim*. (Prepared: Kilimci, A. 34-37). Papirüs Yayınları.
- Alyılmaz, S., & Şengül, K. (2018). Yabancı dil olarak Türkçe öğretiminde dil öğrenme stratejilerine dayalı etkinliklerin dilbilgisine yönelik başarıya ve kalıcılığa etkisi. *Dil Dergisi*, 169(1), 67-110. <https://dergipark.org.tr/tr/pub/dilder>
- Anbarlı-Kırkız, Y. (2010). *Öğrencilerin İngilizce dersine ait tutumları ile akademik başarıları arasındaki ilişki* (Thesis No.309008) [Master dissertation, Trakya Üniversitesi]. YÖK Thesis Center.
- Anderson, N. J. (2003). Scrolling, clicking and reading English: Online reading strategies in a second/foreign language. *The Reading Matrix*, 3(3), 1-33.
- Aslan, O. (2009). *The role of gender and language learning strategies in learning English* (Thesis No.250767) [Master dissertation, Middle East Technical University]. YÖK Thesis Center.
- Aslanargun, E. (2007). Okul-aile işbirliği ve öğrenci başarısı üzerine bir tarama çalışması. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 18, 119-135. <https://dergipark.org.tr/tr/pub/mjss>
- Ataman, O. (2017). *Üniversite hazırlık sınıfı öğrencilerinin İngilizce öğrenmeye yönelik motivasyon düzeyleri ve tutumları ile hazırlık sınıfı başarı puanları arasındaki ilişki* (Thesis No.454688) [Master dissertation, Sakarya Üniversitesi]. YÖK Thesis Center.
- Atan, N. (2003). *İkinci yabancı dilde öğrenme stratejilerinin kalıcılığa etkisi* (Thesis No.127826) [Master dissertation, Ankara Üniversitesi]. YÖK Thesis Center.
- Awad, G. H. (2007). The role of racial identity, academic self-concept, and self-esteem in the prediction of academic outcomes for African American students. *Journal of Black Psychology*, 33(2), 188-207. <https://doi.org/10.1177/0095798407299513>.
- Aydemir, U. V. (2007). *İngilizce öğretiminde dil öğrenme stratejileri öğretiminin öğrenci başarısına etkisi* (Thesis No.220988) [Master dissertation, Uludağ Üniversitesi]. YÖK Thesis Center.

- Aydın, S., & Zengin, B. (2008). Yabancı dil öğreniminde kaygı: Bir literatür özeti. *Journal of Language and Linguistic Studies*, 4(1), 81-94. <https://www.jlls.org/index.php/jlls/article/view/58/58>
- Aykaç, T. (2020). *İngilizce dersinde blog kullanımının akademik başarıya ve derse yönelik tutuma etkisi* (Thesis No.625332) [Master dissertation, İnönü Üniversitesi]. YÖK Thesis Center.
- Baş, G. (2012). Öğrenme stratejileri öğretiminin öğrencilerin İngilizce dersindeki akademik başarılarına, tutumlarına ve bilişötesi farkındalık düzeylerine etkisi. *Kuramsal Eğitim Bilim Dergisi*, 5(1), 49-71. <https://dergipark.org.tr/tr/pub/akukeg/issue/29344/314021>
- Baş, G. (2014). Lise Öğrencilerinin dil öğrenme stratejileri ile İngilizce dersindeki akademik başarıları arasındaki ilişki. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 37, 166-179. <https://dergipark.org.tr/tr/pub/deubefd/issue/25112/265124>
- Baykul, Y. (2015). *Eğitimde ve psikolojide ölçme klasik test teorisi ve uygulaması*. Pegem Akademi Yayıncılık.
- Bekleyen, N. (2006). İngilizce öğretmen adaylarının dil öğrenme stratejileri kullanımı. *Ankara Üniversitesi TÖMER Dil Dergisi*, 132, 28-37.
- Bölükbaş, F. (2010). İlköğretim öğrencilerinin Türkçe dersine yönelik tutumlarının başarı cinsiyet-ailenin eğitim düzeyi bağlamında değerlendirilmesi. *Turkish Studies*, 5(3), 905-918. <http://dx.doi.org/10.7827/TurkishStudies.1477>
- Bölükbaş, F. (2013). The effect of language learning strategies on learning vocabulary in teaching Turkish as a foreign language. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(3), 55-68. http://www.efdergi.hacettepe.edu.tr/shw_artcl-207.html
- Bremmer, S. (1999). Language learning strategies and language proficiency: Investigating the relationship in Hong Kong. *Canadian Modern Language Review*, 55(4), 490-514. <https://doi.org/10.3138/cmlr.55.4.490>
- Brown, H. D. (2001). *Teaching by principles: an interactive approach to language pedagogy*. (2th ed.) Addison Wesley Longman, Inc.
- Büyüköztürk, Ş. (2020). *Sosyal bilimler için veri analizi el kitabı*. (28th ed.). Pegem Akademi.
- Büyüktokatlı, N. (2009). *İlköğretimde ev ödevi uygulamalarına ilişkin öğretmen görüşlerinin incelenmesi* (Thesis No.234842) [Master dissertation, Selçuk Üniversitesi]. YÖK Thesis Center.
- Can, T. (2011). *Yaşam boyu öğrenme bağlamında yabancı dil olarak İngilizce ders kitaplarında strateji kullanımı* (Thesis No.280842) [Doctoral dissertation, İstanbul Üniversitesi]. YÖK Thesis Center.
- Can, E., & Can, C. I. (2014). Türkiye’de ikinci yabancı dil öğretiminde karşılaşılan sorunlar. *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 4(2), 43-63. <https://dergipark.org.tr/tr/pub/trkefd/issue/21480/230204>
- Cantekin, Ö. F. (2020). The effects of academic self-concept and organizational factors on academic achievement. *Bartın University Journal of Faculty of Education*, 9(1), 26-35. <http://dx.doi.org/10.14686/buefad.609672>
- Cesur, M. O., & Fer, S. (2007). Dil öğrenme stratejileri envanterinin geçerlik ve güvenirlik çalışması nedir? *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 4(2), 49-74. http://efdergi.yyu.edu.tr/makaleler/cilt_IV/ii/mo_cesur.pdf
- Cesur, M. O., & Fer, S. (2011). Dil öğrenme stratejileri, stilleri ve yabancı dilde okuma anlama başarısı arasındaki ilişkileri açıklayıcı bir model. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 41, 83-93. http://www.efdergi.hacettepe.edu.tr/shw_artcl-682.html
- Chamot, A. U., Meloni, C.F., & Keatley, C. (2004). *Sailing the 5 cs with learning strategies: a resource guide for secondary foreign language educators*. National Capital Language Resource Center.
- Conteh-Morgan, M. (2002). Connecting the dots: Limited English proficiency, second language learning theories, and information literacy instruction. *The Journal of Academic Librarianship*, 28(4), 191-196. [https://doi.org/10.1016/S0099-1333\(02\)00282-3](https://doi.org/10.1016/S0099-1333(02)00282-3)
- Creswell, J. W. (2016). Yazma stratejileri ve etik hususlar (E. Bukova-Güzel, Trans.). In S. B. Demir (Ed.), *Araştırma deseni nitel, nicel ve karma yöntem yaklaşımları* (2. ed.) (pp. 77-103). Eğiten Kitap.
- Christensen, L. B., Johnson, R. B., & Turner, L.A. (2012). *Research methods design and analysis*. (2th ed.) (Çev. Aypay, A.). Anı Yayıncılık.
- Csizer, K., & Dörnyei, Z. (2005). Language learners’ motivational profiles and their motivated learning behavior. *Language Learning*, 55(4), 613-659. <https://doi.org/10.1111/j.0023-8333.2005.00319.x>

- Çalık, T., & Kurt, T. (2010). Okul iklimi ölçeği'nin (OIÖ) geliştirilmesi. *Eğitim ve Bilim*, 35(157), 167-180.
- Çetinkaya, G. (2017). *Üniversite hazırlık sınıfı öğrencilerinin dil öğrenme stratejileri, motivasyon ve akademik başarıları arasındaki ilişki* (Thesis No.451162) [Master dissertation, Abant İzzet Baysal Üniversitesi]. YÖK Thesis Center.
- Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2018). *Sosyal bilimler için çok değişkenli istatistik: SPSS ve LISREL uygulamaları*. (5th ed.). Pegem Akademi.
- Dadandı, İ. (2017). *Genel yetenek, akademik benlik kavramı, akademik öz-yeterlik, benlik saygısı, öğrenci bağlılığı ve akademik başarı arasındaki ilişkiler* (Thesis No.494313) [Doctoral dissertation, Karadeniz Teknik Üniversitesi]. YÖK Thesis Center.
- DeDonno, M. A., & Fagan, J. F. (2013). The Influence of family attributes on college students' academic self-concept. *North American Journal of Psychology*, 15(1), 49-62. <https://psycnet.apa.org/record/2013-09240-004>
- Demirel, M. (2012). Üniversite öğrencilerinin kullandıkları dil öğrenme stratejileri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 43, 141-153. http://www.efdergi.hacettepe.edu.tr/shw_articl-357.html
- Demirel, Ö. (2004). *Yabancı dil öğretimi*. (2th ed.). Pegem Akademi.
- Dickinson, L. (1992). *Learner autonomy 2: Learner training for language learning*. Authentic Language Learning Resources Ltd.
- Dickhäuser, O. (2005). A fresh look: testing the internal/external frame of reference model with frame-specific academic self-concepts. *Educational Research*, 279-290. <https://doi.org/10.1080/00131880500287211>.
- Dika, S. L. (2012). Relations with faculty as social capital for college students: evidence from Puerto Rico. *Journal of College Student Development*, 53(4), 596-610. <https://muse.jhu.edu/article/482088/summary>.
- Doğan, U.C. (2018). *Ailenin katılım ve desteği ile ilköğretim öğrencilerinin İngilizce dersi akademik başarıları arasındaki ilişkiler* (Thesis No.529050) [Master dissertation, Maltepe Üniversitesi]. YÖK Thesis Center.
- Dordinejad, F. G., Hakimi, H., Ashouri, M., Dehghani, M., Zeinali, Z., Daghighi, M. S., & Bahrami, N. (2011). On the relationship between test anxiety and academic performance. *Procedia-Social and Behavioral Sciences*, 15, 3774-3778. <https://doi.org/10.1016/j.sbspro.2011.04.372>
- Dreyer, C., & Oxford, R. L. (1996). Learning strategies and other predictors of ESL proficiency among Afrikaans speakers in South Africa. In R. L. Oxford (Ed.), *Language learning strategies around the world: The world crosscultural perspectives*. University of Hawaii.
- Dursun-Sürmeli, Z., & Ünver, G. (2017). Öz-düzenleyici öğrenme stratejileri, epistemolojik inançlar ve akademik benlik kavramı ile matematik başarıları arasındaki ilişki. *Turkish Journal of Computer and Mathematics Education*, 8(1), 83-102. <https://doi.org/10.16949/turkbilmat.298393>
- Ekmekçi, F. Ö. (1983). Yabancı dil eğitimi kavram ve kapsamı. *Türk Dili Özel Sayısı*. 106 -115.
- Ekmekyermezoğlu, N. (2010). *İlköğretim sekizinci sınıf öğrencilerinin İngilizce dersindeki akademik başarı durumlarına etki eden sosyo-kültürel faktörler* (Thesis No.270786) [Master dissertation, İnönü Üniversitesi]. YÖK Thesis Center.
- El-Dip, M. A. B (2008). Language learning strategies in Kuwait: Links to gender, language level, and culture in a hybrid context. *Foreign Language Annals*, 37(1), 85-95. <https://doi.org/10.1111/j.1944-9720.2004.tb02176.x>.
- Eymur, G., & Geban, Ö. (2011). Kimya öğretmen adaylarının motivasyon ve akademik başarıları arasındaki ilişkinin incelenmesi. *Eğitim ve Bilim*, 36(161), 246-255. <http://egitimvebilim.ted.org.tr/index.php/EB/article/view/987/299>
- Evran, S., & Yurdabakan, İ. (2013). İlköğretim 6, 7 ve 8. sınıf öğrencilerinin bilişüstü farkındalık düzeylerinin incelenmesi. *Eğitim ve Öğretim Araştırmaları Dergisi*, 2(1), 213-220. <http://www.jret.org>
- Fleming, J. S., & Whalen, D. J. (1990). The development and validation of the personal and academic self-concept inventory (PASCI) in high school and college samples. *Educational and Psychological Measurement*, 50, 957-967.
- Fullan, M. (2001). *The new meaning of educational change*. (15th ed.). Teachers College Press.
- Gan, Z., Humpreys, G., & Hamp -Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese Universities. *The Modern Language Journal*, 88(2), 229-244.

<https://doi.org/10.1111/j.0026-7902.2004.00227.x>.

- Genç, G., & Kaya, A. (2011). Sınıf öğretmeni adaylarının yabancı dil derslerine yönelik tutumları ile yabancı dil akademik başarıları arasındaki ilişki. *Balıkesir University Journal of Social Sciences Institute*, 14(26), 19-30. <https://dergipark.org.tr/en/download/article-file/854361>.
- Gonzales, V. (2001). The role of socioeconomic and sociocultural factors in language-minority children's development an ecological research view. *The Journal of the National Association for Bilingual Education*, 25(1-2), 1-30. <https://doi.org/10.1080/15235882.2001.10162782>.
- Good, V. C. (1973). *Dictionary of education*. McGraw Hill Book Company.
- Gökdemir, C. V. (2005). Üniversitelerimizde verilen yabancı dil öğretimindeki başarı durumumuz. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(2), 251-264. <https://dergipark.org.tr/tr/pub/ataunisosbil/aim-and-scope>
- Gözüm, E., & Başbay, A. (2019). Dil öğrenme stratejilerine göre İngilizce öz yeterlik inancı ve İngilizce akademik başarı. *Dil Eğitimi ve Araştırmaları Dergisi*, 5(1), 12-29. <https://doi.org/10.31464/jlere.436420>
- Graham, S. (2003). Learners' metacognitive beliefs: A modern foreign languages case study. *Research in Education*. 70(1), 9-20. <https://doi.org/10.7227/RIE.70.2>.
- Green, J. M., & Oxford, R. (1995). A closer look at learning strategies, L2 proficiency and gender. *TESOL Quarterly*, 29(2), 261-297. <https://doi.org/10.2307/3587625>.
- Guay, F., Marsh, H. W. & Boivin, M. (2003). Academic self-concept and achievement: Developmental perspective on their causal ordering. *Journal of Educational Psychology*, 95(1), 124-136. <https://doi.org/10.1037/0022-0663.95.1.124>.
- Gültekin, B. K., & Dereboy, F. (2011). Üniversite öğrencilerinde sosyal fobinin yaygınlığı ve sosyal fobinin yaşam kalitesi, akademik başarı ve kimlik oluşumu üzerine etkileri. *Türk Psikiyatri Dergisi*, 22(3), 150-158. <https://www.turkpsikiyatri.com/tekSayi?sa=79>
- Gümüşeli, A. İ. (2004). Ailenin katılım ve desteğinin öğrenci başarısına etkisi. *Özel Okullar Birliği Bülteni*, 2(6), 14-17. <https://silo.tips/download/alenn-katilim-ve-destenn-renc-baarisina-etks>
- Güney, A. (2009). *İlköğretim okulu öğrencilerinin akademik başarıları ile algılanan aile yapısı arasındaki ilişkilerin incelenmesi* (Thesis No.227480) [Master dissertation, İstanbul Yeditepe Üniversitesi]. YÖK Thesis Center.
- Güven, M. (2004). *Öğrenme stilleri ile öğrenme stratejileri arasındaki ilişki* (Thesis No.143975) [Doctoral dissertation, Eskişehir Anadolu Üniversitesi]. YÖK Thesis Center.
- Güven, B., Geçgel, H., & Kırat, E. (2020). Gönüllülük faaliyetleri ışığında "gönüllülük" kavramına ilişkin derinlemesine bir inceleme: Yorumlayıcı fenomenoloji. *Akdeniz Eğitim Araştırmaları Dergisi*, 14(32), 55-77. <https://doi.org/10.29329/mjer.2020.258.4>
- Hamamcı, Z. (2012). Üniversite hazırlık sınıfı öğrencilerinin dil öğrenme strateji tercihleri. *Eğitim ve Öğretim Araştırmaları Dergisi*, 1(3), 314-323. <http://jret.org/FileUpload/ks281142/File/33z.hamamci.pdf>.
- Haznedar, B. (2010, Kasım 11-13). *Türkiye'de yabancı dil eğitimi: Reformlar, yönelimler ve öğretmenlerimiz* [Conference Presentation]. ICONTE International Conference on New Trends in Education and Their Implications, Antalya, Turkey.
- Hsu, L. (2011). A qualitative analysis on the occurrence of learned helplessness among EFL students. *Journal of Educational and Developmental Psychology*, 1(1), 162-175. <http://dx.doi.org/10.5539/jedp.v1n1p162>
- Huang, H. C. (2016). Students and the teacher's perceptions on incorporating the blog task and peer feedback into EFL writing classes through blogs. *English Language Teaching*, 9(11), 38-47. <http://dx.doi.org/10.5539/elt.v9n11p38>
- Işık, A. (2008). Yabancı dil eğitimimizdeki yanlışlar nereden kaynaklanıyor? *Journal of Language and Linguistic Studies*, 4(2), 15-26. <https://dergipark.org.tr/en/pub/jlls/issue/9929/122850>
- Işık, A. (2018). *Yabancı dil nasıl öğrenilmez? / Nasıl öğrenilir?* (6th ed.). Elma Yayınevi
- İşmar, Z., & Şehitoğlu, G. (2021). Akademik benlik algısı ve akademik başarı arasındaki ilişki üzerine bir araştırma. *Uluslararası Anadolu Sosyal Bilimler Dergisi*, 5(1), 78-99. <https://doi.org/10.47525/ulasbid.837873>

- Jansen, E. P. W. A., & Suhre, C. J. M. (2010). The effect of secondary school study skills preparation on first-year university achievement. *Educational Studies*, 36(5), 569-580. <https://doi.org/10.1080/03055691003729070>.
- Karasar, N. (2020). *Bilimsel araştırma yöntemi: kavramlar, ilkeler, teknikler*. (36th ed.). Nobel Akademik Yayıncılık.
- Karaçam, A., & Pular, A. (2019). Beden eğitimi öğretmenlerinin başarı algılarında yordayıcı olarak akademik iyimserlik, psikolojik iyi oluş ve fiziksel öz saygı. *Kastamonu Eğitim Dergisi*, 27(1), 209-218. <https://doi.org/10.24106/kefdergi.2474>
- Karasakaloğlu, N., & Saracaloğlu, A. (2009). Sınıf öğretmeni adaylarının Türkçe derslerine yönelik tutumları, akademik benlik tasarımları ile başarıları arasındaki ilişki. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 6(1), 343-362. <https://dergipark.org.tr/en/pub/yyuefd/issue/13711/166009>.
- Kaya, A., Bozaslan, H. & Genç, G. (2012). Üniversite öğrencilerinin anne-baba tutumlarının problem çözme becerilerine, sosyal kaygı düzeylerine ve akademik başarılarına etkisi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 18, 208-225. <https://dergipark.org.tr/en/pub/zgefd/issue/47947/606639>.
- Keskin, G. & Sezgin, B. (2009). Bir grup ergende akademik başarı durumuna etki eden etmenlerin belirlenmesi. *Fırat Sağlık Hizmetleri Dergisi*, 4(10), 3-18.
- Khesht-Masjedi, M. F., Shokrgozar, S., Abdollahi, E., Habibi, B., Asghari, T., Ofoghi, R. S., & Pazhooman, S. (2019). The relationship between gender, age, anxiety, depression, and academic achievement among teenagers. *Journal of Family Medicine and Primary Care*, 8(3), 799-804. https://doi.org/10.4103/jfmpc.jfmpc_103_18
- Kılıçarslan, E. (2006). *Beden eğitimi öğretmenleri ile diğer branşların fiziksel benlik algılarının karşılaştırılması:(Karadeniz Ereğli Örneği)* (Thesis No.186659) [Master dissertation, Sakarya Üniversitesi]. YÖK Thesis Center.
- Kırkıç, K. A., & Boray, T. (2017). İngilizce öğretiminde ve öğreniminde türkiye için inovatif bir teknik: Boray tekniği. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 3(3), 13-29. <https://dergipark.org.tr/en/pub/ekud/issue/31101/337392>
- Koç, Ö. (2011). *İlköğretim öğrencilerinin Türkçe dersindeki akademik benlik kavramlarının başarılarına etkisinin incelenmesi* (Thesis No.286524) [Master dissertation, Dokuz Eylül Üniversitesi]. YÖK Thesis Center.
- Koçak, D., & Göçer, Ö. (2020). Ortaokul öğrencilerinin ev ödevlerine ilişkin görüşlerinin ve ev ödevlerinin İngilizce dersi başarısına etkisinin belirlenmesi. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 300-315. <https://doi.org/10.17240/aibuefd.2020.20.52925-566735>.
- Korkmaz, H., & Kaptan, F. (2002). Fen eğitiminde proje tabanlı öğrenme yaklaşımının ilköğretim öğrencilerinin akademik başarı, akademik benlik kavramı ve çalışma sürelerine etkisi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 22, 91-98.
- Lau, K. L., & Chan, D.W. (2001). Motivational characteristics of under-achievers in Hong Kong. *Educational Psychology*, 21(4), 417-430. <https://doi.org/10.1080/01443410120090803>.
- Luo, H. (2014). Foreign language speaking anxiety: a study of chinese language learners. *Journal of the National Council of Less Commonly Taught Languages*, 15, 99-117.
- Marsh, H. W., Trautwein, U., Lüdtke, O., Köller, O. & Baumert, J. (2005). Self-concept, interest, grades and standardized test scores: reciprocal effects models of causal ordering. *Child Development*, 76(2), 397-416. <https://doi.org/10.1111/j.1467-8624.2005.00853.x>.
- Marsh, H. W., & Craven, R. G. (2006). Reciprocal effects of self-concept and performance from a multidimensional perspective: Beyond seductive pleasure and unidimensional perspectives. *Perspectives on Psychological Science*, 1(2), 133-163. <https://doi.org/10.1111/j.1745-6916.2006.00010.x>.
- Marsh, H. W. & Martin, A. J. (2011). Academic self- concept and academic achievement: Relations and causal ordering. *British Journal of Educational Psychology*, 81(1), 59-77. <https://doi.org/10.1348/000709910X503501>.
- MoNE (2006). *İlköğretim İngilizce dersi (4, 5, 6, 7 ve 8. sınıflar) öğretim programı*. Milli Eğitim Bakanlığı Yayınları.
- Mehdiyev, E., Usta, G., & Uğurlu, C.T. (2016). İngilizce dil öğreniminde motivasyon. *Elektronik Sosyal Bilimler Dergisi*, 15(57), 361-371. <https://doi.org/10.17755/esosder.58834>

- Mihaela, P. L. (2015). Psychological factors of academic success. *Procedia-Social and Behavioral Sciences*, 180, 1632-1637. <https://doi.org/10.1016/j.sbspro.2015.02.318>
- Moradi, K. (2013). The impact of listening strategy instruction on academic lecture comprehension: A case of Iranian EFL learners. *Procedia-Social and Behavioral Sciences*, 70, 406-416. <https://doi.org/10.1016/j.sbspro.2013.01.078>.
- Nasir, M., & Masrur, R. (2010). An exploration of emotional intelligence of the students of in relation to gender, age and academic achievement. *Bulletin of Education and Research*, 32(1), 37-51.
- Nazlıççek, N. (2007). *Onuncu sınıf öğrencilerinin matematik başarılarını açıklayıcı bir model çalışması* (Thesis No.226166) [Doctoral dissertation, Yıldız Teknik Üniversitesi]. YÖK Thesis Center.
- Nisbet, D.L., Tindall, E. R., & Arrova, A. A. (2005). Language learning strategies and English proficiency of Chinese university students. *Foreign Language Annals*, 38(1), 100-107. <https://doi.org/10.1111/j.1944-9720.2005.tb02457.x>.
- Nuñez, A. M. (2008). Organizational effects on first-year students' academic outcomes at a new public research university. *Journal of College Student Retention: Research, Theory & Practice*, 10(4), 525-541. <https://journals.sagepub.com/doi/abs/10.2190/CS.10.4.g>
- Oxford, R. L., & Ehrman, M. E. (1995). Adults' language learning strategies in an intensive foreign language program in the United States. *System*, 23(3), 359-386. [https://doi.org/10.1016/0346-251X\(95\)00023-D](https://doi.org/10.1016/0346-251X(95)00023-D).
- Oxford, R. L., Cho, Y., Leung, S., & Kim, H. J. (2004). Effect of the presence and difficulty of task on strategy use: An exploratory study. *IRAL, International Review of Applied Linguistics in Language Teaching*, 42(1), 1-47. <https://doi.org/10.1515/iral.2004.001>
- Öner, U. (1993). *Benlik gelişimine ilişkin kuramlar. Ergenlik psikolojisi.* (Compiled by: B. Onur.) (2th ed.). Hacettepe-Taş Kitapçılık.
- Özer, B. (2008). Öğrencilere öğrenmeyi öğretme. In A. Hakan (Ed.), *Öğretmenlik meslek bilgisi alanındaki gelişmeler* (p.139-152). Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.
- Özer, B. & Korkmaz, C. (2016). Yabancı Dil Öğretiminde Öğrenci Başarısını Etkileyen Unsurlar. *EKEV Akademi Dergisi*, 20(67), 59-84.
- Özgan-Sucu, H. (2018). *Üniversite öğrencilerinin İngilizce başarıları ile İngilizce dersine yönelik tutumları, bilişüstü farkındalık ve öğrenilmiş çaresizlik düzeyleri arasındaki ilişkiler* (Thesis No.511094) [Doctoral dissertation, İnönü Üniversitesi]. YÖK Thesis Center.
- Özgüven, İ. E. (2022). *Psikolojik testler.* Nobel Akademik Yayıncılık.
- Öztürk, M. S. (2004). *Yabancı dil öğrenme stratejilerinin ve bilişsel giriş davranışlarının öğrenci başarısı üzerindeki etkileri* (Thesis No.147506) [Master dissertation, Selçuk Üniversitesi]. YÖK Thesis Center.
- Öztürk, G. (2014). *The role of metacognitive knowledge and metacognitive learning strategies in tertiary level EFL students' language learning* (Thesis No.366527)[Master dissertation, Erzurum Atatürk Üniversitesi]. YÖK Thesis Center.
- Pehlivan, Z. (2010). Beden eğitimi öğretmen adaylarının fiziksel benlik algıları ve öğretmenlik mesleğine yönelik tutumlarının analizi. *Eğitim ve Bilim*, 35(156), 126-141. <http://egitimvebilim.ted.org.tr/index.php/EB/article/view/214/21>
- Pishghadam, R., & Khajavy, G. H. (2013). Intelligence and metacognition as predictors of foreign language achievement: A structural equation modeling approach. *Learning and Individual Differences*, 24, 176-181. <https://doi.org/10.1016/j.lindif.2012.12.004>.
- Pıyancı, B. (2007). *İlköğretim altıncı sınıf öğrencilerinin bilgisayar dersindeki akademik benlik kavramları ile başarıları arasındaki ilişki* (Thesis No.211602)[Master dissertation, Dokuz Eylül Üniversitesi]. YÖK Thesis Center.
- Polat, E. (2017). Kaygı düzeyi ve akademik özyeterlik inancının akademik başarı ile ilişkisi. *Yönetim ve Ekonomi Araştırmaları Dergisi*, 15(Additional issue 1),1-22. <https://doi.org/10.11611/yead.312024>
- Price, M. L. (1991). The subjective experience of foreign-language anxiety: Interviews with high anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101- 108). Prentice-Hall.

- Riding, R., & Rayner, S. (1998). *Cognitive styles and learning strategies. Understanding style differences in learning and behaviour.* (1th ed.). David Fulton Publishers.
- Rodriguez, C. (2009). The impact of academic self-concept, expectations and the choice of learning strategy on academic achievement: the case of business students. *Higher Education Research & Development*, 28(5), 523-539. <https://doi.org/10.1080/07294360903146841>.
- Saracaloğlu, A. S., & Varol, S. R. (2007). Beden eğitimi öğretmeni adaylarının yabancı dile yönelik tutumları ve akademik benlik tasarımları ile yabancı dil başarıları arasındaki ilişki. *Eğitimde Kuram ve Uygulama*, 3(1), 39-59. <https://dergipark.org.tr/en/download/article-file/63263>.
- Saracaloğlu, A. S., Varol, S. R., & Gencil, İ. E. (2014). Relationship between the level of foreign language learning and the cognitive and affective features of students of physical education and sports school. *Eğitimde Kuram ve Uygulama*, 10(4), 970-998. <https://dergipark.org.tr/en/download/article-file/63447>.
- Sökmen, İ. (2006). *İngilizce öğretmenlerinin strateji öğretimi ile ilgili inançları* (Thesis No.191910) [Master dissertation, Eskişehir, Anadolu Üniversitesi]. YÖK Thesis Center.
- Sönmez-Ektem, I., & Yıldız, S.B. (2017). İngilizce ev ödevlerine yönelik öğretmen görüşleri. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 26(3), 78-91. <https://dergipark.org.tr/tr/pub/cusosbil/issue/33225/369724>
- Steinmayr, R., Crede, J., McElvany, N., & Wirthwein, L. (2016). Subjective well-being, test anxiety, academic achievement: testing for reciprocal effects. *Frontiers in Psychology*, 6, 1-13. <https://doi.org/10.3389/fpsyg.2015.01994>.
- Stringer, R., & Heath, N. (2008). Academic self-perception and its relationship to academic performance. *Canadian Journal of Education*, 31(2), 327-345. <https://doi.org/10.2307/20466704>.
- Şahin, E., & Küçüksülaymanoğlu, R. (2015). Öğretmen adaylarının özyönetimli öğrenmeye hazırbulunuşlukları, biliş ötesi farkındalıkları ve denetim odakları arasındaki ilişkiler. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 15(2), 317-334. <https://doi.org/10.17240/aibuefd.2015.15.2-5000161326>
- Şimşek, A. S. (2012). *Bilişsel ve duyuşsal özelliklerin yükseköğretimdeki akademik başarıyı yordama gücü* (Thesis No.302873) [Master dissertation, Ankara Üniversitesi]. YÖK Thesis Center.
- Tabachnick, B. G. & Fidell, L. S. (2019). *Using multivariate statistics.* (7th ed.). Pearson.
- Trautwein, U., Lüdtke, O., Köller, O., & Baumert, J. (2006). Self-esteem, academic self-concept, and achievement: How the learning environment moderates the dynamics of self-concept. *Journal of Personality and Social Psychology*, 90(2), 334-349. <https://doi.org/10.1037/0022-3514.90.2.334>.
- Tüz, F. (1995). *The use of learning strategies by the "more successful" and "less successful" language learners* (Thesis No.43294) [Master dissertation, Middle East Technical University]. YÖK Thesis Center.
- Uslan, E. Y. (2006). *Öğrenme stratejileri kullanımının İngilizce dilbilgisi başarısı üzerindeki etkiliği* (Thesis No.206033) [Master dissertation, Dokuz Eylül Üniversitesi]. YÖK Thesis Center.
- Uztosun, M. S. (2014). The impact of language learning experience on language learner strategy use in Turkish EFL Context. *International Journal on New Trends in Education and Their Implications*, 5(1) 157-168. <http://www.ijonte.org/?pnum=34&pt=2014%20Volume%205%20Number%201>
- Ünal, D. (2008). *Yabancı dil öğrenen Türk öğrencilerin sözel iletişim sorunlarında ruhsal ve toplumsal etmenlerin rolü* (Thesis No.228194)[Master dissertation, Ankara Üniversitesi]. YÖK Thesis Center.
- Valentine, J. C., & Dubois, D. L. (2005). Effects of self-beliefs on academic achievement and vice versa. Separating the chicken from the egg. In H. W. Marsh, R. G. Craven, & D. M. McInerney (Eds.), *International advances in self research: New frontiers for self research* (Vol. 2, pp. 53-78). Information Age.
- Vardar, A. K. (2011). *Öz-düzenleme stratejileri öğretiminin öğrencilerin İngilizce başarılarına, öz-düzenleme stratejileri kullanımına ve tutumlarına etkisi* (Thesis No.304289)[Doctoral dissertation, Abant İzzet Baysal Üniversitesi]. YÖK Thesis Center.
- Vitasari, P., Wahab, M. N. A., Othman, A., Herawan, T., & Sinnadurai, S. K. (2010). The relationship between study anxiety and academic performance among engineering students. *Procedia-Social and Behavioral Sciences*, 8, 490-497. <https://doi.org/10.1016/j.sbspro.2010.12.067>.
- Wallinger, M. L. (2000). The role of homework in foreign language learning. *Foreign Language Annals*, 33(5), 483-496. <https://doi.org/10.1111/j.1944-9720.2000.tb01993.x>.

- Weinstein, C. E., Husman, J., & Dierking, D.R. (2000). Self regulation interventions with a focus on learning strategies. In Boekaerts, M., Paul, R. & Pintrich, M. Z. (Eds.), *Handbook of Self Regulation* (pp. 727-747). Academic Press.
- Wharton, G. (2000). Language learning strategy use of bilingual foreign language learners in Singapore. *Language Learning, 50*(2), 203–243. <https://doi.org/10.1111/0023-8333.00117>.
- Woods, K., Griffin, P., Wong, E. K. P., Storey, P., & Yeung, A. S. (2007). AARE 2006 International Education Research Conference: Adelaide: Papers collection. In Jeffrey, P. L. (Ed.), *Relationships between second language acquisition and home background factors for Hong Kong primary students* (p.1-21). Australian Association for Research in Education.
- Yalın, H. İ. (2020). *Öğretim teknolojileri ve materyal geliştirme*. (30th ed.). Nobel Akademik Pub.
- Yaman, Ş., Esen, G., & Derkuş, S. (2011). A study on the liaison between learned helplessness and academic language achievement. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 20*(2), 457-470. <https://dergipark.org.tr/en/download/article-file/50701>
- Yamamori, K., Isoda, T., Hiromori, T., & Oxford, R.L. (2003). Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time. *IRAL, International Review of Applied Linguistics in Language Teaching, 41*(4), 381-409. <https://doi.org/10.1515/iral.2003.017>.
- Yapıcı, Ş., & Yapıcı, M. (2005). *Gelişim ve öğrenme psikolojisi*. Anı Yayıncılık.
- Young, A., & Fry, J. D. (2008). Metacognitive awareness and academic achievement in college students. *Journal of the Scholarship of Teaching and Learning, 8*(2), 1-10. <https://files.eric.ed.gov/fulltext/EJ854832.pdf>.
- Yurt, E. (2014). Öz-yeterlik kaynaklarının matematik başarısını yordama gücü. *Eğitim ve Bilim, 39*(176), 159-169. <http://dx.doi.org/10.15390/EB.2014.3443>.