

OPINIONS OF ENGLISH LANGUAGE PROSPECTIVE TEACHERS ON THE USE OF LEARNING AND STUDY STRATEGIES

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ABSTRACT

The aim of this study is to determine the learning and study strategies that prospective English teachers' use. The participants of the study consisted of 155 students participating "Hacettepe University English Teaching Certificate Program" in the 2009-2010 education year. In the study, "Learning and Study Strategies Inventory" developed by Weinstein, Palmer and Schulte (1987) was used as an instrument. LASSI is a likert-type instrument designed to ascertain the learning and study strategies of college students. LASSI consisted of 10 subscales and 77 items. These are, information processing, selecting main ideas, test strategies, anxiety, attitude, motivation, concentration, self testing, study aids, and time management. Each of these sub-scales is primarily related to one of three of the components of strategic learning: skill, will and self-regulation. Having analyzed the research findings, it may be said that the prospective English language teachers employ learning and study strategies moderately.

Keywords: Learning strategies, study skills, prospective teacher, learning and study strategies inventory.

INTRODUCTION

Researchers in cognitive psychology have become increasingly interested in the way learners process, store and retrieve information. These cognitive or learning strategies are needed by the individual in selecting and governing his or her behavior, in attending to the learning situation, in managing information storage and in retrieving and organizing the learning situation (Gagne and Briggs, 1974). Increased understanding of the process of learning provides educators with information needed to identify barriers to students' learning and to set realistic academic goals.

By understanding, the learning process educators can assist students to be effective learners. Effective learners are individuals who actively process, interpret and synthesize information, using a variety of different strategies to store and retrieve information (Wittrock, 1978; cited in Chacko, 1989:52). The strategies used for effective learning and retention of information are known as "learning strategies" (Nisbet and Schucksmith, 1986; Weinstein and Underwood, 1985; cited in Chacko, 1989:52). In a very broad sense the term "learning strategies", refers to a number of different competencies that researchers and practitioners have postulated as necessary or helpful for effective learning and retention of information for later use. These competencies include cognitive information process strategies, such as techniques for organizing and elaborating on incoming

information to make it more meaningful, active study strategies, such as systems for note taking and test preparation and support strategies such as techniques for organizing study time, coping with performance anxiety, and directing attention to the learning task at hand.

In addition there is a range of metacognitive strategies that learners can use to detect discrepancies between what they know and what they don't know and to monitor and direct their acquisition of the new information. It should be noted that the term "learner" is being used here to refer to any person trying to acquire new knowledge, attitudes, or skills; regardless of whatever this occurs in a formal school setting, or on the job placement, or an informal interaction (Weinstein and Underwood, 1985). Weinstein and MacDonald (1986) define learning strategies as "any cognitive, affective or behavioral activity that facilitates encoding and storing, and retrieving or using knowledge". Learning strategies can be viewed as cognitive processes and behavioral methods that enable the student to effectively process, store and retrieve information while learning. These strategies are generalizable and can be used across learning situations (Cole, 1988:15-16). Anderson (1979), views studying as "a criteria related, self directed form of reading text" in that the student decides, independently, the purpose of the study session. For example, the goal of studying may be to prepare for an examination, to write a term paper or to prepare for a speech. The student also decides the length of the study session, where and when the session will take place and how it will be organized. The term "study skills" most often refers to the methods, behaviors and attitudes students' engage in when attempting to learn and retain academic material. These skills are task specific, and tend to be concerned with the "how to" of the study process (cited in Cole, 1988: 3).

The purpose of the study is to determine the learning and study strategies used by the prospective English language students participating in Hacettepe University English Teaching Certification Program.

METHOD

Study Group

A descriptive method was applied in the study. A total of 155 students from "Hacettepe University English Teaching Certification Program" participated in the study (n=137 (%11) males, n=18 (%88) females). The distribution of students according to departments is as in the following: n=65 (%41) English Language and Literature, n=56 (%36) Linguistics, n=17 10) American Culture and Literature and n=17 (%10) Translation and Interpreting.

Instrument

The learning and study strategies inventory (LASSI) was developed by Weinstein, Palmer and Schulte (1987) to be used in assessing college students' learning and study skills. The 77 item inventory is an assessment tool designed to measure students' use of learning and study strategies. It is a self report instrument to which students respond on a 5 point Likert scale of "very typical of me" to "not at all typical of me". It is an instrument designed to measure how adult students study and learn by tapping into their thought processes that can either enhance or inhibit learning. According to LASSI manual, the instrument is meant to be used as a diagnostic and prescriptive tool, and also as an evaluative and a counseling tool (Weinstein, 1987).

The purposes for developing the LASSI were twofold:

- the authors saw a need for a way to measure the deficits and progress of students in college programs designed to address student deficiencies, and
- they saw a need to diagnose specific areas of weakness so that individualized prescriptions for improvement could be made for students.

This would also provide a basis for evaluating the effectiveness of a program (Weinstein, 1987; Weinstein, Zimmermann and Palmer, 1988; cited in Wenger, 2002:26). There are ten sub-scales of the LASSI.

These are, information processing, selecting main ideas, test strategies, anxiety, attitude, motivation, concentration, self testing, study aids, and time management. Each of these scales is primarily related to one of three of the components of strategic learning: skill, will and self-regulation (Weinstein and Palmer, 2002:4-7). In this study the reliability coefficient of the instrument (Cronbach alpha) was found to be 0,89.

FINDINGS

Information Processing	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
12 I try to think through a topic and decide what I am supposed to learn from it rather than just read it over when studying.	3,9	15,5	28,4	32,9	19,4
15 I learn new words or ideas by visualizing a situation in which they occur.	1,9	9,0	27,7	38,1	22,6
23 I translate what I am studying into my own words.	7,7	14,2	24,5	32,3	21,3

Findings about Information Processing

Table 1
 Percentage Distributions of the Prospective Teachers' Opinions
 About Information Processing

32 Even when I am studying a topic I try to make everything to fit together logically.	0,0	7,7	21,9	26,1	34,2
40 I try to find relationships between what I am learning and what I already know.	1,9	10,3	20,6	31,6	34,8
47 I try to relate what I am studying to my own experiences.	3,9	6,5	26,5	36,1	34,8
67 I try to see how what I am studying would apply to my Everyday living.	3,9	18,1	36,1	27,7	14,2
76 I try to interrelate themes in what I am studying.	3,2	8,4	34,8	33,5	20,0

This scale assesses how well students' can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help learn new information and skills and to build bridges between what they already know and what they are trying to learn and remember. Students' scores on this scale measure how well they can create imaginable and verbal elaborations and organizational schemes to foster understanding and recall. Students who score low on this measure need to learn methods that they can use to help add meaning and organization to what they are trying to learn. The effectiveness and efficiency of both autonomous and classroom learning are facilitated by the use of information processing strategies (Weinstein, 2002).

Numerous studies in literature have been conducted; suggest that academic achievement depends partly on what the learner knows (prior knowledge) and partly on what the learner thinks about during learning (Cook

and Mayer 1983; Weinstein and Underwood 1985). The average value for this sub-dimension was found to be 3.69. According to the frequency and percentage distribution of the items, 53.6% of the prospective teachers stated that they expressed the material to be learnt in their own words.

The rate of those who said that they had associated the new material with the previously learnt one was 66.4%. Those who had associated what they had learnt with their experiences were, on the other hand, 70.9%. Theorists such as Piaget, Dewey, Vygotsky and Bruner also pointed out that associating the knowledge with daily life and making it a part of life was important in internalizing the knowledge (Senemoğlu, 1998).

Findings about Selecting Main Ideas

Table 2
 Percentage Distributions of the Prospective Teachers' Opinions about Selecting Main Ideas

Selecting Main Ideas	Not all typical of me	Not very typical of me	Somewhat typical of me	Fairly typical of me %	Very much typical of me
2 I am able to distinguish between more important and less important information during a lecture.	1,9	5,2	16,1	43,9	32,9
8 I try to identify the main points when I listen to lectures.	1,9	5,8	23,2	36,8	32,3
60 It is hard for me to decide what is important to underline in a text.	1,3	4,5	15,5	32,9	45,8
72 Often when studying I seem to get lost in details and "can't see the forests for trees".	3,2	12,3	32,3	36,8	15,5
77 I have difficulty identifying the important points in my reading.	2,6	7,7	14,8	41,9	32,9

It assesses students' skill at identifying important information for further study from less important information and supporting details.

Students' scores on this scale measure their skills at selecting important information to concentrate on for further study in classroom, lecture or autonomous learning situations.

Students who score low on this measure need to learn more about how to identify important information so that they can focus their attention and information processing strategies on appropriate material (Weinstein, 2002). The average value for this sub-dimension was found to be 3.90.

Reynolds and Shirey (1988) assert that effective use of any traditional strategy for academic achievement requires the ability to differentiate important from unimportant information.

An examination of the distribution of frequencies and percentages of items made it clear that most of the prospective teachers (76.8%) were able to distinguish between more important and less important knowledge while studying or examining a text.

The rate of those who chose the options "not at all typical of me" and "not very typical of me" for the item "I am able to distinguish between more important and less important information during a lecture." was only 7.1%.

According to Weinstein (2002) effective and efficient studying requires that the student be able to select the important material for in-depth attention.

In a similar vein, it was found that the majority of them (69.1%) tried to determine the main points in a lecture and that they did not have difficulty in what to underline as important in a text (78.7%).

None of them chose the option “not at all typical of me” for the item “When I am studying a topic, I try to make everything fit together logically”.

Findings about Test Strategies

Table 3
 Percentage Distributions of the Prospective Teachers’ Opinions about Test Strategies

Test Strategies	Not all typical of me%	Not very typical of	Somewhat typical of	Fairly typical of me %	Very much typical of
20 I do poorly on tests because I find it hard to plan my work within a short period of time	0,6	12,9	27,7	34,8	23,9
27 I am unable to summarize what I have just heard in a lecture or read in a textbook	2,6	7,1	23,2	27,7	39,4
34 When I study, I have trouble figuring out just what to do learn the material.	1,9	11,6	31,0	38,1	17,4
52 I have trouble understanding just what a text question is asking	3,2	6,5	17,4	38,7	34,2
59 When I take a test, I realize I have studied the wrong material	3,9	5,8	11,0	29,7	49,7
64 I memorize grammatical rules, technical terms, formulas etc. without understanding them.	27,1	34,2	24,5	9,0	5,2
71 I have difficulty adapting my studying to different types of courses	1,3	11,0	24,5	38,7	24,5
75 In taking tests, writing themes etc. I find I have misunderstood what is wanted and lose points because of it	2,6	7,7	23,9	46,5	19,4

It assesses students’ use of both test preparation and test taking strategies. Students who score low on this measure may need to learn more about how to prepare for tests, how to create a plan of attack for taking a test, the characteristics of different types of tests and test items, and how to reason through to an answer.

Knowing about test-taking and test preparation strategies and how to use them helps students target their study activities, set up useful study goals, implement an effective study plan, and demonstrate their knowledge and skill acquisition so it can be accurately evaluated.

According to Weinstein (2002), students need to know how to prepare for the type of performance that will be required and how to maximize that performance.

Also, Reynolds and Shirey (1988) assert that testing strategies items reflect on individuals’ belief in being able to perform tasks needed to be academically successful. It assesses students’ use of both test preparation and test taking strategies.

The average value for that sub-dimension was found to be 3.63. A close examination of the data concerning that sub-dimension demonstrates that most of the prospective teachers had problems in preparing for tests and in test taking strategies.

67.1% stated that they always or usually had the “summarizing” skills while 72.9% stated that they had no difficulty in understanding the questions in a test. The rate of those who chose the options “very much typical of me” and “fairly typical of me” for the item “I memorize grammatical rules, technical terms, formulas, etc without understanding them.” was only 14.2%.

Findings about Anxiety

Table 4
 Percentage Distributions of the Prospective Teachers’ Opinions about Anxiety

Anxiety	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
1 I worry that I will flunk out of school.	2,6	4,5	11,0	15,5	66,5
9 I get discouraged because of low grades.	12,9	23,9	30,3	21,9	11,0
25 I am very tense when I study.	8,4	23,9	32,3	25,2	10,3
31 Even, when I am well prepared for a test, I feel very anxious.	9,7	15,5	29,0	30,3	15,5
35 When I begin an examination, I feel pretty confident that I will do well.	4,5	20,0	38,7	27,7	9,0
54 Worrying about doing poorly interferes With my concentration on tests.	4,5	16,1	33,5	33,5	12,3
57 I feel very panicky when I take an important test.	18,1	18,7	25,2	27,1	11,0
63 I got so nervous and confused when taking an examination that I fail to answer questions to the best of my ability.	11,0	15,5	25,8	36,1	11,6

It assesses the degree to which students worry about school and their academic performance. Current conceptions of anxiety emphasize the interactive effects of our own thought processes, beliefs, and emotions and how they affect academic performance.

Students’ scores on this scale measure how tense or concerned they are when approaching academic tasks. Students who score low on this measure (indicating high anxiety) need to learn techniques for coping with anxiety and reducing worry so that they can focus on the task at hand and not on their anxiety (Weinstein, 2002).

The average value for this sub-dimension was found as 3.28.

Bandura (1982) found that the less efficacious subject’s perceived themselves to be the more anxiety they experience. Besides this, Pritchard and Wilson (2003) assert that clearly envisioning goals and planning and academic trajectories may be problematic for students’ overwhelmed by stress. On studying the percentages of students’ responses to items concerning their views of anxiety, it was found that the students were not anxious about being dismissed from school.

82% said that they did not agree with the item “I worry that I will flunk out of school”. However, the low grades that they received caused anxiety at differing levels. 33% of the group said that low marks discouraged them whereas 36.8% said they were not influenced by low marks.

The rate of those stating that low marks slightly discouraged them was 30.3%. On examining the percentages concerning the item “I am very tense when I study”, it was found that the group was divided into three as “those who are tense” (32.3%), “those who are not tense” (35.5%), and “those who are slightly tense” (32.3%).

Approximately one fourth did not agree with the item “When I begin an examination, I feel pretty confident that I will do well”.

The students may be said to have anxiety about test taking and failing at differing levels.

Findings about Attitude

Table 5
 Percentage Distributions of the Prospective Teachers’ Opinions about Attitude

Attitude	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
5 I don’t care if I finish school as long as I find a husband/wife.	4,5	3,2	3,2	8,4	80,6
14 I feel confused and undecided as to what my educational goals should be.	2,6	16,1	29,7	31,6	20,0
18 I would rather not be in school.	6,5	7,7	21,9	21,9	41,9
29 I often feel like I have little control over what happens to me in school.	4,5	14,8	37,4	31,6	11,6
38 I do not care about getting a general education; I just want to get a good job.	9,7	11,6	19,4	31,6	27,7
45 I only study the subjects I like.	6,5	11,0	16,8	37,4	28,4
51 I dislike most of the work in my classes.	5,2	13,5	24,5	33,5	23,2
69 In my opinion, what is taught in my courses is not worth learning.	8,4	9,0	29,0	31,6	21,9

It assesses students’ attitudes and interests in college and achieving academic success. Students’ scores on this scale measure their general attitudes and motivation for succeeding in school and performing the tasks related to school success. Students who score low on this measure need to work on higher-level goal setting and reassess how school fits into their future.

Students’ general attitudes toward school and their general motivation for succeeding in school have a great impact on their diligence when studying, particularly in autonomous situations in which they must study on their own (Weinstein, 2002).

One of the most significant factors influencing the use of study strategies is the attitudes towards studying.

Students with positive attitudes towards studying mostly employ learning strategies (Butler 1999; Najjar 1997; Ho 1998; Purdie and Oliver 1999). It was also found that students developing positive attitudes towards a

course were eager to learn (Demirkaya and Aribaş 2004). This state is parallel to the findings obtained by other research studies demonstrating that students who consider themselves more successful employ more effective study strategies and that they had more positive attitudes (Entwistle 1998; Goldman and Warren 1973; Yip and Chung 2005). The average value for this sub-dimension was calculated as 3.69. From students' responses to the items about this sub-dimension it was found that their attitudes towards school and achievement were positive. Only 7.7% of the group agreed with the item "I don't care if I finish school as long as I find a husband/wife". The majority of the group (59.3%) chose the options "not at all typical of me" and "not very typical of me" for the item "I do not care about getting a general education; I just want to get a good job".

The fact that the group did not agree widely with the item "I would rather not be in school" may be considered as an indication of their positive attitudes towards school. Those who chose the options "very much typical of me" and "fairly typical of me" were only the 14.2% of the group.

Findings about Motivation

Table 6
 Percentage Distributions of the Prospective Teachers' Opinions about Motivation

Motivation	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
10 I am up to date in my class assignments.	3,9	13,5	28,4	34,2	20,0
13 Even when study materials are dull and understanding, I manage to keep working until I finish.	7,7	18,7	31,0	34,2	8,4
16 I come to class unprepared.	16,1	23,9	31,6	19,4	9,0
28 I work hard to get a good grade, even when I don't like a course.	6,5	12,3	22,6	34,8	23,9
33 I talk myself into believing some excuse for not doing a study assignment.	8,4	20,0	25,2	31,6	34,2
41 I set high standards for myself in school.	3,9	15,5	38,1	31,6	11,0
49 When work is difficult, I either give up or study only the easy parts.	7,7	11,0	28,4	31,6	21,3
56 I read textbooks assigned for my classes.	5,2	25,2	34,2	23,9	31,6

It assesses students' diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements. Students' scores on this scale measure the degree to which they accept responsibility for performing the specific tasks related to school success.

Students who score low on this measure need to work on goal setting, perhaps at the more global levels assessed on the Attitude Scale, but certainly at the more specific level of individual tasks and assignments.

Accepting more responsibility and attributing success to one's efforts results in more effective studying and school performance (Weinstein, 2002).

In order for a student to be successful, he should concentrate on what he is studying, avoid unnecessary distraction, and focus sufficiently on the topic (Özer, 1998). The average value for this sub-dimension was 3.27. Striking findings were obtained on examining the responses to the items on this sub-dimension.

For instance 40% agreed at high levels with the item “I come to class unprepared”; however, only 28.4% come to class generally prepared. Another finding was that marks were influential in motivating students. It was noteworthy that the group highly agreed with the item “I work hard to get a good grade even when I don’t like a course”.

58.7% chose the options “very much typical of me” and “fairly typical of me” for that item. 18.7% of the group fairly agreed whereas 28.4% slightly agreed but 52.9% did not agree with the item “when work is difficult, I either give up or study only the easy parts”.

In the light of those findings, it could be said that students had some problems in performing the academic tasks and assuring self-discipline.

Findings about Concentration

Table 7
 Percentage Distributions of the Prospective Teachers’ Opinions about Concentration

Concentration	Not all typical of me	Not very typical of me	Somewhat typical of me	Fairly typical of me %	Very much typical of me
6 I find that during lectures I think of other things and don’t really listen to what is being said.	1,3	9,0	36,8	35,5	17,4
11 Problems, outside of school –being in love, financial difficulties, conflict with parents etc.-cause me to neglect my school work.	5,8	11,6	34,2	31,6	16,8
39 I am unable to concentrate well because of restlessness or moodiness.	13,5	16,8	40,6	21,3	7,7
43 I find it hard to pay attention during lectures.	5,8	14,2	36,8	29,7	13,5
46 I am distracted from studies very easily.	11,6	13,5	32,9	24,8	13,5
55 I don’t understand some course material because I don’t listen carefully.	3,2	13,5	32,3	36,8	14,2
61 I concentrate fully when studying.	6,5	15,5	34,2	26,5	17,4
68 My mind wanders a lot when I study.	9,0	18,7	38,1	24,5	9,7

It assesses students’ ability to direct and maintain their attention on academic tasks. Concentration helps students to focus their attention on school-related activities, such as studying and listening in class, rather than on distracting thoughts, emotions, feelings, or situations.

Students’ scores on this scale measure their abilities to concentrate and direct their attention to school and school-related tasks, including study activities.

Students who score high on this measure are effective at focusing their attention and maintaining a high level of concentration.

Students who score low on this measure are less successful at focusing their attention on the task at hand by eliminating interfering thoughts, emotions, feelings, and situations.

They need to learn techniques to enhance concentration and to set priorities so that they can attend to school as well as to their other responsibilities. Learning techniques for focusing attention and maintaining concentration helps students implement effective learning strategies and can make learning and studying both more effective and more efficient (Weinstein, 2002).

The average value regarding this sub-dimension was found to be 3.28. Students need to make efforts to remove factors distracting their attention so as to be successful (Senemoğlu, 2002).

On examining the distribution of percentages for this dimension, it was found that students had some problems in concentrating on and maintaining the academic tasks.

For the only positive item of this chapter “I am unable to concentrate well because of restlessness or moodiness”.

40.6% of the group chose the option “somewhat typical of me”, 30.3% chose the options “very much of me” and “fairly typical of me”.

Findings about Self Testing

Table 8
 Percentage Distributions of the Prospective Teachers’ Opinions about Self Testing

Self Testing	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
4 After a class, I review my notes to help me understand the information.	17,4	31,6	27,1	14,2	9,7
17 When preparing for an exam, I create questions that I think might be included.	10,3	15,5	24,5	31,6	18,1
21 I try to identify potential test questions when reviewing my class material.	3,9	11,0	26,5	41,9	16,8
26 I review my notes before the next class.	8,4	23,9	32,3	25,2	10,3
30 I stop periodically while reading and mentally go over or review what was said.	3,2	16,8	37,4	29,0	13,5
37 I check to see if I understand what the instructor is saying during the lecture.	2,6	13,5	32,9	36,8	14,2
65 I test myself to be sure I know the material I have been studying.	5,8	13,5	28,4	33,5	18,7
70 I go over homework assignments when reviewing class materials.	11,0	25,8	36,8	19,4	7,1

It assesses students’ use of reviewing and comprehension monitoring techniques to determine their level of understanding of the information or task to be learned. Reviewing and testing one’s level of understanding are important for knowledge acquisition and comprehension monitoring. Weinstein supports this view stating that self testing is a way to self regulate learning (Weinstein, Woodruff and Awalt, 2001).

These strategies both support and contribute to meaningful learning and effective performance. Students' scores on this scale measure their awareness of the importance of self testing and reviewing and the degree to which they use these methods. Students who score low on this measure need to learn more about the importance of self testing as well as specific methods for reviewing school material and monitoring their comprehension.

These methods include structured reviews of large amounts of material; mental reviews of individual study segments; asking questions before, during, and after reading, studying, or going to class; trying to use new information in novel ways; trying to apply a principle or method; and using a systematic approach to study (Weinstein, 2002).

The average value for this sub-dimension was found as 3.15. Of the group, 28.4% chose the option "somewhat typical of me" while 52.2% chose the options "very much of me" and "fairly typical of me" for the item "I test myself to be sure I know the material I have been studying".

On the other hand, for the item "After a class, I review my notes to help me understand the information", 49% said it did not generally apply to them whereas 27.1% said it applied slightly.

Approximately half of the group (49.7%) stated that the item "When preparing for an exam, I create questions that I think might be included" applied quite well to their case.

Findings about Study Aids

Table 9
 Percentage Distributions of the Prospective Teachers' Opinions about Study Aids

Study Aids	Not all typical of me %	Not very typical of me %	Somewhat typical of me %	Fairly typical of me %	Very much typical of me %
7 I use special study helps, such as italics and heading that are in my textbook.	8,4	13,5	29,0	27,1	21,9
19 My underlining is helpful when I review a text material.	1,9	8,4	13,5	25,8	50,3
24 I compare class notes with other students to make sure my notes are complete.	12,9	15,5	23,9	26,5	21,3
44 I key on the first and/or last sentences of most paragraphs when reading my text.	7,7,	14,8	32,4	31,6	11,6
50 I make drawings or sketches to help me to understand what I am studying.	9,0	18,7	23,9	28,4	20,0
53 I make simple charts, diagrams, or tables to summarize material in my courses.	9,7	18,1	22,6	27,1	22,6
62 I use chapter headings as a guide to identify important points in my reading.	4,5	5,2	16,8	49,0	24,5
73 When they are, available I attend group review sessions.	9,0	27,1	34,8	19,4	9,7

It assesses students' use of support techniques, materials or resources to help them learn and remember new information. Students need to know how to create their own study aids and how to use those created by others.

Students' scores on this scale measure their ability to use or create study aids that support and increase meaningful learning and retention.

Students who score low on this scale may need to learn more about the types of study aids provided in educational materials and classes and how they can create their own aids.

Using and creating study aids improves both the effectiveness and the efficiency of learning (Weinstein, 2002).

The average value for this sub-dimension was found to be 3.10. Of the group, 76.1% stated that they agreed with the item "My underlining is helpful when I review text material".

Senemoğlu (2003) suggested that underlining strategy helped students concentrate easily on the required information. Similarly, approximately half of the group (49%) agreed highly with the item "I use special study helps, such as italics, and heading, that are in my textbook". Similar results were obtained for responses given to the item "I make simple charts, diagrams or tables to summarize material in my courses". Generally speaking, it might be said that students employed study strategies moderately.

Findings about Time Management

Table 10
 Percentage Distributions of the Prospective Teachers' Opinions about Time Management

Time Management	Not all typical of me	Not very typical of me	Somewhat typical of me	Fairly typical of me %	Very much typical of me
3 I find it hard to stick to a study schedule.	15,5	23,9	27,1	21,3	12,3
22 I only study when there is the pressure of a test.	3,9	11,0	26,5	41,9	16,8
36 When it comes to studying a topic, procrastination is a problem for me.	16,8	18,7	36,8	20,6	7,1
42 I end up cramming for almost every test.	9,0	14,2	32,9	30,3	13,5
48 I make good use of day time study hours between classes.	11,6	29,0	37,4	14,8	7,1
58 When I decide to study, I set aside a specific length of time and stick to it.	11,6	20,0	27,7	21,9	18,7
66 I put off studying more than I should.	6,5	14,2	45,8	21,3	12,3
74 I tend to spend so much time with friends that my coursework suffers.	7,1	11,0	38,1	29,0	14,8

It assesses students' use of time management principles for academic tasks. Students' scores on this scale measure the degree to which they create and use schedules. Students who score low on this scale may need to learn about how to create a schedule and how to deal with distractions, competing goals, and procrastination (Weinstein, 2002).

Managing time effectively is an important self regulation strategy for learning. Time management skills have been related to academic achievement (Lahmers and Zulauf, 2000). In research conducted by Jones, Slate and

Kyle (1992) with educational faculty students, it was found that students with high academic achievement had more effective study habits and that their attitudes towards study techniques, time management and learning were better than those with low achievement; and those findings were supported.

The average value for this sub-dimension was found to be 3.90. For the item "I find it hard to stick to a study schedule", 38.9% chose the options "very much typical of me" and "fairly typical of me" while 27.1% chose the option "somewhat typical of me".

As to the item "I put off studying more than I should", 45.8% chose the option "somewhat typical of me", but 59.6% chose the options "very much typical of me" and "fairly typical of me". On the other hand, for the item "I only study when there is the pressure of a test", 58.7% chose "not at all typical of me" and "not typical of me". Based on those findings, it might be said that students kept studying also with no test pressure at all; but that they had problems in sticking to study schedule and tended to postpone studying occasionally.

CONCLUSION

The average values for the sub-dimensions of the scale (LASSI) used in this research for studying the learning and study skills used by prospective English teachers ranged between $x=3.10$ and $x=3.90$. In other words, students usually chose the option "somewhat typical of me" to represent their views.

An overall evaluation of the findings demonstrated that students employed learning and study strategies moderately. It was also found that most of the students:

- were able to associate the newly learnt material and experiences with the previous ones,
- did not have difficulty in determining the main points of a lecture and a text,
- did not have problems in preparing for tests and in test taking strategies,
- did not suffer from anxiety about dismissing from school, but low grades discouraged them,
- they had anxiety about test taking and failing, at differing levels,
- had positive attitudes towards school and achievement,
- had some problems in performing the academic tasks, assuring self-discipline, concentrating on and maintaining the academic tasks,
- employed moderately the strategies of monitoring cognition,
- employed moderately the study aids such as underlining the text, drawing tables and diagrams,
- studied when there is no test pressure, but they had at least few problems in such issues as sticking to a study schedule, and they tended to postpone studying.

It is thought that most of the students acquire study skills in the process of university education. More detailed knowledge may be obtained about behaviors students display during learning or studying through observations and interviews.

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