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EFFECT OF COOPERATIVE LEARNING TO TEACH VOCABULARY IN TURKISH AS A SECOND LANGUAGE COURSE

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Abstract

Vocabulary is a vital part of language to transmit feeling and thought correctly. Therefore one of the fundamental parts of teaching foreign language is to acquire vocabulary. Used methods to teach vocabulary must be effective and permanent.

Aim of this research is to determine the effectiveness of cooperative learning methods on teaching Turkish vocabulary for foreigners. The research was conducted with 27 students of International Computer High School of Bucharest during three weeks. Gain between control and treatment groups is statistically significant ($p < 0.05$) in this experimental research, including pretest and post test. Also in permanency test, which is applied after one month, results are statistically significant ($p < 0.05$). To sum up the students in treatment group are more successful than the students in control group.

Keywords: Cooperative learning, Turkish as a second language, vocabulary.

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Özet

İşbirlikli Öğrenme Metodlarının [Yabancılara] Türkçe Kelime Öğretimi Üzerindeki Etkisi

Kelime hazinesi duygu ve düşüncelerin doğru aktarımı için dilin hayati bir parçasıdır. Bu nedenle yabancı dil öğretiminin temel kısımlarından biri kelime hazinesi kazandırmaktır. Bu amaçla kullanılan yöntemlerin etkili ve kalıcı olması önemlidir.

Bu çalışmanın amacı işbirlikli öğrenme metodlarının yabancılara Türkçe kelime öğretimi üzerindeki etkisini belirlemektir. Bu doğrultuda Uluslararası Bükreş Bilgisayar Lisesi'nde 27 öğrenciyle üç haftalık bir uygulama yapılmıştır. Deneysel yöntemin kullanıldığı ön test - son test kontrol gruplu bu araştırmanın sonucunda, kontrol grubu ile deney grubunun kazanımları arasında $p < 0.05$ düzeyinde anlamlı bir fark görülmüştür. Bir ay sonra yapılan kalıcılık testinde de yine $p < 0.05$ düzeyinde anlamlı bir fark tespit edilmiştir. Sonuç olarak işbirlikli öğrenme yönteminin uygulandığı deney grubundaki öğrenciler, kontrol grubundaki öğrencilere göre daha başarılı bulunmuştur.

Anahtar Kelimeler: İşbirlikli öğrenme, yabancı dil olarak Türkçe, kelime öğretimi.

Introduction

Human is a social creature. Human communicates with other people, shares feelings, thoughts and desires. Although many tools are used to communicate from first man to present, language is the most effective communication tool.

In globalizing world, teaching foreign language gains importance as well as the teaching native language. One of the most important part of learning a second language is to enrich the vocabulary. However, it is difficult to keep the words of new language in mind. Therefore different methods and techniques are being tested for a more effective teaching of foreign languages. And cooperative learning is one of these methods.

Definitions

Johnson, Johnson (n.d.) stated 'Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group

members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive and individualistic learning.⁷

Cooperative learning increases to remember and motivation. Cooperative learning helps students to develop a positive image of themselves and other colleagues. It develops abilities of problem solving and critical thinking. It encourages students about social skills based on cooperation.¹

Methods of cooperative learning are applied in heterogeneous groups. In these groups positive interdependence and individual accountability are observed. Group members concern for peer tutoring. All the groups and all the members have equal opportunity for success. Group process depends on students' reflection and goal setting. Cooperative skills are instructed directly. The teacher observes the group process and gives feedback.²

Students have higher motivation by the help of cooperative learning than students who learn with traditional learning and have positive attitude toward task, learning and school. (Johnson, Johnson, n.d.) Also these students have more fun.³

Applied Methods of Cooperative Learning

In this research the following methods of cooperative learning are used to teach vocabulary in Turkish as a second language course.

- 1 Müfit Gömleksiz, 'Kubaşık Öğrenme', **Çukurova Üniversitesi Eğitim Fakültesi Dergisi**, Adana 1994, pp. 47-48.
- 2 David W. Johnson & Roger T. Johnson, "An Overview of Cooperative Learning", **Creativity and Collaborative Learning**, (eds. J. Thousand, A. Villa and A. Nevin), Baltimore 1994. http://clearspecs.com/joomla15/downloads/ClearSpecs69V01_Overview%20of%20Cooperative%20Learning.pdf, (retrieved: 25.04.2012).
- 3 Fatma, Bölükbaş, Funda, Keskin, Mustafa, Polat, "The Effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as a Foreign Language", **The Turkish Online Journal of Educational Technology**, vol. X/4 (2011), p. 332-334.

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Jigsaw: At the beginning students are divided into heterogeneous groups. Learning material is divided into different parts according to the number of groups. These parts are distributed. Each student in a group is responsible for different part of the learning material. The students who have the same part of the learning material form new groups. These groups are called expert groups. These students learn their parts. Then they return to their original groups to explain these parts to other group members. Therefore all members learn the learning material by the help of their group members. All students have individual test about whole learning material. Each student's performance contributes to group members' goals.⁴

Pairs Check: This method can be used easily in the classroom. Steps of pairs check are written below.

At the beginning of the lesson, teacher explains the method to the groups. The topic is taught. Questions are solved. During teaching, the teacher corrects students' mistakes, gives hints and feedback. Students work in pairs within groups. Hand-outs are distributed. There is one hand-out for each pair. On hand-out there are two parts which include similar questions. While one student answers questions in the first part, the other checks. Then the students change their roles. Consequently all members of the group answer all the questions and support their pairs.

After that students have test individually. If a student's mark is higher than a certain mark which it is determined before the test by teacher, it is gained bonus points to group. Then achievement points are calculated again and the groups which have the highest average are selected as the most successful groups.⁵ In addition to achievement it is used to improve attitude. Supporting

4 David W., Johnson, Roger T., Johnson, Karl A., Smith, **Active Learning: Cooperation in the College Classroom**, Minnesota 1998, pp. 24-25. <http://www.bhsu.edu/Portals/0/facultystaff/assessment/Fac.%20Dev/Encouraging%20Student%20Involvement/Jigsaw.pdf>. (retrieved: 12.04.2012).

5 Spencer Kagan, "The Structural Approach to Cooperative Learning", **Educational Leadership**, vol. XLVII/4 (1989), pp. 12-15, <http://www.ascd.org/ascd/pdf/>

to pair and behaving respectfully can be used as criteria and students can gain bonus points.

Think-Write-Pair-Share: Teacher poses an open-ended question and provides time for students to think of answers. They write their answers and discuss with their pairs. Pairs share their answers with the group. All the group members decide one answer. The teacher randomly calls on students to share their answers with the class.⁶

Numbered head together: In this method students share their ideas and all students have to learn the topics. In the first step of this method, a different number is given to each student in the group. Then teacher asks a question. Students think and answer the question together. They make sure each team member can explain the answer. Teacher says a number and students with this number in each group stand up and one of them explain the answer. The others verify the answer.⁷

Literature Review

It is not found any study about effects of methods of cooperative learning to teach vocabulary in Turkish as a second language course in the result of review of literature. There is a research about using cooperative learning in Turkish as a second language. On the other hand there are researches about using methods of cooperative learning in language courses and English as a second language course.

Johnson, D. W and Johnson, R. T. did many researches about cooperative learning. They contributed to improve methods of cooperative learning.

[journals/ed_lead/el_198912_kagan.pdf](#) (retrieved: 10.03.2012).

6 Feldman Kevin & Lou Denti, “High-Access Instruction: Practical Strategies to Increase Active Learning in Diverse Classrooms”, **Focus on Exceptional Children**, vol. XXXVI/ 7 (2004), p. 1. Retrieved from <http://saenz.ljisd.com/download.axd?file=68fb40d0-4ff0-4864-9a2e-2862ed80b3ed&dnldType=Resource> on25.04.2012

7 Kagan, **ibid.**

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Johnson, Johnson and Holubec (1995) searched effects of cooperative learning on teaching foreign language in the book 'Cooperative Learning in Language Arts Classrooms: Practical Applications'. They stated that lessons were more effective. Also students had more fun when any method of cooperative learning was applied in lessons.⁸

Gömleksiz and Onur (2005) emphasize that cooperative learning can be used to teach foreign language. Gömleksiz's research 'Effects of Methods of Cooperative Learning on Students' Achievements in Teaching English' indicated that cooperative learning affected students' achievements positively, changed students' attitudes, formed democratic attitudes and provided high motivation.⁹

Pala (1995) searched effects of traditional learning and cooperative learning on teaching foreign language in his study 'Effectiveness of Cooperative Learning on Teaching Foreign Language'. He reached the result that treatment group who learned by cooperative learning was more successful than control group who learned by traditional learning.¹⁰

Soylu (2008) searched the effectiveness of cooperative learning in English as a second language course in middle school. Student team achievement division was applied to the treatment group. Means of post test result and permanency test results of the treatment group were statistically higher than means of post test results and permanency test results of the control groups.¹¹

8 David W. Johnson & Roger T. Johnson & Edythe J. Holubec, **Cooperative Learning in the Classroom**, Virginia 1995, p. 7.

9 Mehmet N. Gömleksiz, Ece Onur, "İngilizce Öğreniminde İşbirlikli Öğrenme Yönteminin Öğrenci Başarısı Üzerindeki Etkisi", **Milli Eğitim Dergisi**, vol. 166 (2005), p. 1, http://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/166/index3-onur.htm (Retrieved: 20.03.2012).

10 Aynur Pala, "İşbirlikli Öğrenmenin Yabancı Dil Öğretimindeki Etkililiği", **Dokuz Eylül University, Social Science Institute, M.Sc Thesis**, İzmir 1995.

11 Buket A. Soylu, "İngilizce Öğretiminde İşbirlikli Öğrenme Yönteminin İlköğretim 6. Sınıf Öğrencilerinin Akademik Başarısına Etkisi", **Niğde University Educational Science Institute, M.Sc Thesis**, Niğde 2008, pp. 60-61.

Bölükbaş, Keskin and Polat (2011) applied Ask Together and Learn Together to 20 students who learn Turkish as a second language at Istanbul University Language Center. They said that cooperative learning is more effective to improve reading comprehension skills of learners. They stated that the students had fun during activities.¹²

Statement of Problem

In recent years, people learn foreign language for different reasons such as business, education, cultural activities, etc. The number of people who learn Turkish language increases. Therefore different methods and techniques are applied to teach Turkish language effectively. In this research effectiveness of cooperative learning had been checked.

Research Questions

1. Is there a significant difference between prior knowledge of control group and treatment group?
2. Is there a significant difference between control group's pretest and post test results?
3. Is there a significant difference between treatment group's pretest and post test results?
4. Is there a significant difference between control group's gain and treatment group's gain?
5. Is there a significant difference between control group's permanency test and treatment group's permanency test?

12 Fatma Bölükbaş & Funda Keskin & Mustafa Polat, "The Effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as a Foreign Language", **The Turkish Online Journal of Educational Technology**, vol. X/4 (2011), pp. 332-334.

Limitations

This research has limitations. These limitations are

1. The research was conducted only in two 7th grade classes (27 students) in International Computer High School of Bucharest.
2. Target vocabulary was limited with the chapter ‘Yiyeceklerden Ne Alırsınız?’ (What would you like to eat?) in Turkish as a second language course.
3. The research was conducted in second semester of 2011 – 2012 academic year during three weeks.
4. The following methods of cooperative learning were applied to treatment group: Jigsaw, pairs check, think-discuss-write-share and numbered head together. Traditional learning, supported by CD of textbook, was applied to control group.

Method of Research

The research was conducted in two 7th grade classes in International Computer High School of Bucharest in second semester of 2011 – 2012 academic year during three weeks. Classes were determined according to their pretest results. There was no significant difference between treatment and control groups` pretest results in Table 1. Group which was applied methods of cooperative learning was selected randomly.

Seating arrangement of treatment group was organized to get proper environment for group work according to principles of cooperative learning. Seating arrangement of control group remained same.

Instrumentation

Treatment group and control group took pretest before starting to apply methods of cooperative learning in order to search effects of cooperative

learning for teaching vocabulary in Turkish as a second language course. Their prior knowledge level was checked by pretest. At the end of the treatment, both groups took post test. After one month, both groups took permanency test.

Test: In this research pretest, post test and permanency test were applied to measure students` prior knowledge and achievement. Tests included multiple choice questions, short answer questions and fill-the-blank questions about breakfast, meal, drinks, fruit and vegetables in the chapter ‘Yiyeceklerden Ne Alırsınız?’ (What Would You Like To Eat?) in Turkish as a second language course.

Procedure of the Research

In the research, jigsaw, pairs check, think-discuss-write-share and numbered head together were used as methods of cooperative learning in treatment groups` lessons. At the beginning of the research these methods were explained to treatment group. It was stated that these methods were applied in the first half of the chapter ‘Yiyeceklerden Ne Alırsınız?’ (What would you like to eat?). Students were divided into three heterogeneous groups. Two groups included four students and one group includes six students. Seating arrangement of the classroom was changed to work together according to principles of cooperative learning. After treatments and post test, the most successful group was rewarded.

Traditional learning was applied to control group. In the lessons the teacher utilized CD of textbook and students did activities on CD.

Findings and Discussion

An independent samples t-test was conducted to compare the prior knowledge level of control and treatment groups on vocabulary of the chapter. The dependent variable, prior knowledge level, was measured by taking pretest about the chapter. The descriptive statistics for each group and independent samples t-test results are presented in Table 1.

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Levene’s test was conducted to evaluate homogeneity of variance. Results of Levene’s test were not significant, $F(1, 25) = 1.67, p = .208$. Therefore, a t statistic assuming homogeneity of variance computed.

Table 1: Pretest results of control and treatment groups
Independent Samples T-test (n = 27)

	<u>Control Group</u> (n = 13)		<u>Treatment</u> Group (n = 14)		<u>df</u>	<u>t</u>	<u>p</u>	<u>Cohen’s d</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>				
<u>Prior Knowledge</u>	<u>40.85</u>	<u>18.04</u>	<u>39.43</u>	<u>22.27</u>	<u>25</u>	<u>.181</u>	<u>.86</u>	<u>.07</u>

The t -test was statistically insignificant, $t(27)=.181, p>0.05, d=0.07$. The results indicated that control group ($M=40.85, SD=18.04$) had insignificantly higher prior knowledge than treatment group ($M=39.43, SD=22.27$). The difference in the mean of pretest results between the control group and the treatment group was 1.42 with a 95% confidence interval ranging from – 14.73 to 17.56. Cohen’s d indicated that the difference between the means scores was small, which further indicated that prior knowledge level of the control group and the treatment group was equivalent.

The paired t -test showed a significant difference in the knowledge of vocabulary (to apply traditional learning) endorsed by the control group between pretest and post test ($t(13) = 6.181; p = .000$)

Table 2: Differences between post test and pretest of control group
Paired Samples T-test (n = 13)

	Post test		Pretest		df	t	p	Cohen's d
	M	SD	M	SD				
<u>Control</u> <u>Group</u> (n = 13)	<u>67.15</u>	<u>16.76</u>	<u>40.85</u>	<u>18.04</u>	<u>12</u>	<u>6.181</u>	<u>.000</u>	<u>1.51</u>

The knowledge of vocabulary of the chapter endorsed by the control group at pretest ($M \pm SD = 40.85 \pm 18.04$) was significantly increased at post test ($M \pm SD = 67.15 \pm 16.67$)

The paired *t*-test showed a significant difference in the knowledge of vocabulary (to apply cooperative learning) endorsed by the treatment group between pretest and post test ($t(14) = 8.38; p = .000$)

Table 3: Differences between post test and pretest of treatment group
Paired Samples T-test (n = 14)

	Post test		Pretest		df	t	p	Cohen's d
	M	SD	M	SD				
<u>Treatment</u> <u>Group</u> (n = 14)	<u>82.83</u>	<u>19.15</u>	<u>39.43</u>	<u>22.27</u>	<u>13</u>	<u>8.38</u>	<u>.000</u>	<u>2.09</u>

The knowledge of vocabulary of the chapter endorsed by the treatment group at pretest ($M \pm SD = 82.83 \pm 19.15$) was significantly increased at post test ($M \pm SD = 39.43 \pm 22.27$)

An independent samples *t*-test was conducted to compare the gain of control and treatment groups on knowledge of vocabulary of the chapter. The

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dependent variable, gain, was measured by subtracting pretest results from post test results. The descriptive statistics for each group and independent samples t-test results are presented in Table 4.

Levene’s test was conducted to evaluate homogeneity of variance. Results of Levene’s test were significant, $F(1, 25) = 1.47, p = .236$. Therefore, a t statistic not assuming homogeneity of variance computed.

Table 4: Gain (Differences between post tests and pretests of the groups)
Independent Samples T-test (n = 27)

	<u>Control Group</u> (n = 13)		<u>Treatment Group</u> (n = 14)					
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>	<u>Cohen’s d</u>
<u>Gain (Post test – pretest)</u>	<u>26.3</u>	<u>15.2</u>	<u>43.0</u>	<u>19.2</u>	<u>25</u>	<u>-2.49</u>	<u>.02</u>	<u>-0.96</u>

The t-test was statistically significant, $t(27) = -2.49, p < 0.05, d = -0.96$. The results indicated that gain of the treatment group ($M = 43.0, SD = 19.2$) had significantly than gain of the control group ($M = 26.3, SD = 15.2$). The difference in the mean of gain between the control group and the treatment group was -16.7 with a 95% confidence interval ranging from - 30.49 to -2.9 Cohen’s d indicated that the difference between the means of gain was big, which further indicated that gain of knowledge level of the control group and the treatment group was not equivalent.

An independent samples t-test was conducted to compare the control and the treatment groups` permanency test results on permanence of knowledge. The dependent variable, permanence of knowledge, was measured by permanency test results. The descriptive statistics for each group and independent samples t-test results are presented in Table 5.

Levene's test was conducted to evaluate homogeneity of variance. Results of Levene's test were significant, $F(1, 25) = 1.75, p = .198$. Therefore, a t statistic not assuming homogeneity of variance computed.

Table 5: Permanency test
Independent Samples T-test (n = 27)

	<u>Control</u> <u>Group</u> (n = 13)		<u>Treatment</u> <u>Group</u> (n = 14)					
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>	<u>Cohen's d</u>
<u>Permanency</u> <u>test</u>	<u>56.23</u>	<u>19.06</u>	<u>78.13</u>	<u>26.04</u>	<u>25</u>	<u>-2.46</u>	<u>.021</u>	<u>-0.96</u>

The t-test was statistically significant, $t(27)=-2.46, p<0.05, d=-0.96$. The results indicated that permanency test results of the treatment group ($M=56.23, SD=19.06$) had significantly higher than permanency test results of the control group ($M=78.13, SD=26.04$). The difference in the mean of permanency test between the control group and the treatment group was -21.9 with a 95% confidence interval ranging from - 40.29 to -3.53 Cohen's d indicated that the difference between the means of permanency test was big, which further indicated that permanency of knowledge of the control group and the treatment group was not equivalent.

Conclusion

The first research question sought to find out whether there was any difference between prior knowledge of the control group and the treatment group. Pretest results of the control group and the treatment group were analyzed in Table 1. The control group's pretest results ($M = 40.85$) were higher than the treatment group's pretest results ($M = 39.43$). The t-test was statistically insignificant, $t(27) = .181, p > 0.05, d = 0.07$. It can be said that prior knowledge level of the control group and the treatment group was equivalent.

Post test results and pretest results of the treatment group and post test

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results and pretest results the control group were analyzed in Table 2 and Table 3. Means of post test results were higher than means of pretest results. The paired *t*-test showed a significant difference in pretest results and post test results of both group.

As shown in Table 4, mean of gain of the treatment group (43.0) is higher than mean of gain of the control group (26.3). The difference (16.7) between means of gain of the groups was statistically significant, $t(27) = -2.49$, $p < .02$, $d = -0.96$. The treatment group was more successful than the control group.

As shown in Table 5, permanency test results of the groups were analyzed. Mean of permanency test results of the treatment group (78.13) was higher than mean of permanency test results of the control group (56.23). The difference (21.9) between means of permanency test results of the groups was statistically significant, $t(27) = -2.46$, $p < 0.21$, $d = -0.96$.

Permanency of learning vocabulary is higher when methods of cooperative learning are used.

To sum up methods of cooperative learning are more effective than traditional learning to increase academic achievement. The findings of this research are similar with the previous researches about cooperative learning in different areas. Besides learning vocabulary via cooperative learning is more permanent than traditional learning. (Gömleksiz, Onur, 2005; Johnson, Johnson 1994; Johnson, Johnson, Holubec, 1995; Pala, 1995; Soyulu, 2008).

One of the most effective factors of success of the treatment group is motivation. Students in the groups supported each other. Also promising a reward to the most successful group or groups contributed to form better teamwork atmosphere. Slavin (1996) explains this situation ‘Therefore, to meet their personal goals, group members must both help their group mates to do whatever helps the group to succeed, and, perhaps even more importantly, to encourage their group mates to exert maximum efforts. In other words,

rewarding groups based on group performance (or the sum of individual performances).¹³

Cooperative learning enhances interaction among students. During group work activities and class work activities students used the target language more. Students spoke and listened each other. Then they wrote. All students participated to activities. Because of doing more practice in the target language, permanency test results of treatment group were higher (Table 5). Permanency of the vocabulary increased. Slavin (1996) retrieved from Damon (1984:335) about peer communication. He stated that the experience of peer communication could help a child master social processes, such as participation and argumentation, and cognitive processes, such as verification and criticism.¹⁴ Johnson and Johnson (1994) explain this effect as calling ‘face-to-face promotive interaction’. They defines promotive interaction as individuals encouraging and facilitating each other’s efforts to achieve, complete tasks, and produce in order to reach the group’s goals. Promotive interaction among individuals is fostered by the positive inter-relationships and social competence. Assisting and helping is efficient because they try to achieve mutual goal. Students give positive feedback to develop their group member’s performance. They influence each other’s efforts to achieve the group’s goals and act in trusting and trustworthy ways.¹⁵

In addition to increasing motivation and face-to-face promotive interaction, positive interdependence affects the success in cooperative learning. Students have two responsibilities; learning the material and ensuring that others learnt the material. Getting reward depends on all group members’ performance. Therefore students must work together. Johnson and Johnson (n.d.) explained positive interdependence as a situation in which students see that their work

13 Robert E. Slavin, “Research on Cooperative Learning and Achievement: What We Know, What We Need to Know”, 1996, p. 2, http://www.konferenslund.se/pp/TAPPS_Slavin.pdf. (Retrieved: 19.03.2012).

14 Slavin, *ibid*, p. 5.

15 David W. Johnson & Roger T. Johnson, **ibid**.

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benefits group members and their group members` work benefits them, and work together in small groups to maximize the learning of all group members by sharing their resources to provide mutual support and encouragement and to celebrate their joint success.

Recommendations

In the light of the conclusion, the following suggestions are given for the further studies:

In this research methods of cooperative learning were limited to one chapter of the course book. Different chapters should be studied.

This research is about learning vocabulary. Other language skills such as reading, writing, speaking should be searched.

Methods of cooperative learning (Jigsaw, pairs check, think-discuss-write-share and numbered head together) were applied to 7th grade students. Other researches should be done with different grades and different methods.

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DERGİ HAKKINDA

- Avrasya İncelemeleri Dergisi (AVID) İstanbul Üniversitesi Avrasya Enstitüsü tarafından yılda iki sayı olarak yayınlanan uluslararası hakemli bir dergidir. Dergide yayınlanmak üzere gönderilen bir makale önce derginin yayın kurulu ardından da derginin yurt içi ve yurt dışında bulunan hakemlerinden üçü tarafından değerlendirilir ve bu hakemlerden en az ikisinin olumlu raporu ile yayımlanır. Hakemler yayın kurulu tarafından belirlenir.
- Makaleler, aşağıda belirtilen ilgili link üzerinden üye girişi sayfasına yazar olarak üye olunup, sisteme makale yükleme yoluyla gönderilmelidir. Basım aşamasına kadarki tüm süreçler İ.Ü. e-dergi sistemi üzerinden takip edilecektir.
- <http://journals.istanbul.edu.tr/tr/index.php/avid/issue/archive>
- Avrasya İncelemeleri Dergisi'ne gönderilmiş yazılar daha önce başka bir yerde yayımlanmış ya da yayımlanmak üzere başka bir dergiye gönderilmemiş olmalıdır.
- Gönderilen yazılar yayımlanmak üzere kabul edildiği takdirde Dergi, yazıların bütün yayın hakkına sahip olur.
- Yayımlanması uygun bulunmayan çalışmalar yazarına geri gönderilmez.
- Yazar, hakemlerin ileri sürdükleri eleştiri ve değişikliklere itiraz etme hakkına sahiptirler. Bu konuda son değerlendirme Yayın Kurulu tarafından yapılır.
- Dergi'ye gönderilen çalışmaların içeriğinden tümüyle yazarları sorumludur.

MAKALE YAZIM KURALLARI

1. Avrasya İncelemeleri Dergisi (AVİD)'in yazım dili Türkçe, İngilizce ve Rusça'dır.
2. Sayfa boşlukları şu şekilde olmalıdır: Üst, alt, sağ ve soldan: 2.5 cm. boşluk bırakılmalıdır.
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4. Dipnotlar: Makale yazımında sayfa sonu dipnotu sistemi esas alınmalıdır. Bu sistemi dışındaki diğer atıf şekilleri kabul edilmemektedir ve yazarlar aksi durumlarda bu değişiklikleri yapmakla yükümlüdür. Bu tür değişikliklerden kaynaklanan gecikmelerden yazar sorumludur. Dipnotlar Times New Roman karakterinde ve 10 punto ile yazılmalıdır.
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6. Dipnotlar aşağıda belirtilen örneklerdeki gibi düzenlenmelidir.

Kitaplarda: Yazar Adı Soyadı, **Kitap Adı**, Basım Yeri ve yılı, sayfa numarası.

Örnek: Ali İhsan Gencer, **Bahriye'de Yapılan İslahat Hareketleri ve Bahriye Nezâretinin Kuruluşu (1789-1867)**, Ankara 2001, s. 45.

Makalelerde: Yazar Adı Soyadı, "Makale Adı", **Dergi Adı**, cilt/sayı (yılı), Basım Yeri ve yılı, sayfa numarası.

Örnek: Cengiz Orhonlu, "Osmanlı Teşkilâtına Aid Küçük Bir Risâle "Risâle-i Terceme", **Belgeler**, c. IV/7-8, (1967), Ankara 1967, s. 39-48.

Sözlük, ansiklopedi gibi yayınlarda da makale atıf kuralları uygulanmalıdır.

Derleme kitaplardaki makalelere yapılan atıflarda editör/lerin veya yayına hazırlayan/ların adı makaleden sonra parantez içinde belirtilmelidir.

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Örnek: Mehmet Hacısalihoğlu, “Bulgaristan’dan Göç ve Terk Edilmiş Köyler”, **Avrasya Konferansları Bildiriler I**, (yay. haz. Hakan Güneş-M. Sait Türkhan), İstanbul 2010, s. 57-89.

Örnek: Lev Gumilev, **Etnogenez Halkların Şekillenışı Yükseliş ve Düşüşleri**, (çev. D. Ahsen Batur), İstanbul 2004.

Tezlerde: Yazar Adı Soyadı, “Tez Adı”, **Tezin Hazırladığı Üniversite Enstitü, Anabilim Dalı ve Yüksek Lisans veya Doktora Tezi**, Yer-Yıl.

Örnek: Mahir Aydın, “**Şarki Rumeli Vilayeti: Ortaya Çıkışı, İdari Teşkilatı, İlhakı**”, İstanbul Üniversitesi Sos. Bil. Enst. Tarih ABD. Basılmamış Doktora Tezi, İstanbul 1989, s. 26-32.

Bir çalışmanın dipnotlarda peş peşe tekrarlarında “ibid”, veya “aynı eser” gibi ifadeler yerine, yazar soyadından sonra eserin durumuna göre **a.g.e.**, **a.g.m.**, **a.g.t.** v.b. kısaltmaları kullanılmalıdır.

Arşiv belgelerinin ilk gösterilişinde mutlaka arşiv adı, fon kodu açıkça yazılmalı ve daha sonraki kullanımlar için de kısaltması parantez içinde verilmelidir. Ardından belge numarası ve varsa lef numarası belirtilmelidir. Arşiv belgesi şayet bir defter ise, defter numarasından sonra belge numarası yerine sayfa ve varsa hüküm numarası belirtilmelidir. Bunlardan sonra varsa belgenin orjinal tarihi ve miladi tarihe çevrilmiş hali parantez içinde belirtilmelidir.

Arşiv belgesine örnek: **Başbakanlık Osmanlı Arşivi (BOA), Cevdet Bahriye (CB.)**, 7661, (18 Ca. 1221/3 Ağustos 1806).

Arşivden deftere örnek: **Başbakanlık Osmanlı Arşivi (BOA), Mühimme Defteri (MD.)**, 7, s. 303, h. 863.(13 Ş. 975/12 Şubat 1568).

Başbakanlık Osmanlı Arşivi (BOA), Maliyeden Müdevver Defterler (MAD), 2829, s. 5, (9 Ra. 1163/16 Şubat 1750).

Web sayfalarına yapılan atıflarda web adresinden sonra erişim tarihinin mutlaka parantez içinde eklenmesi gerekmektedir.

Makale sonuna mutlaka makalede kullanılan tüm kaynaklar liste halinde eklenmelidir. Bu liste yazar soyadına göre alfabetik olarak dizilmelidir. Kaynakçada, kullanılan makalelerin bulunduğu dergi veya kitaptaki sayfa aralıkları tam olarak verilmelidir.

YAZAR SOYADI (Büyük harf), Yazar adı, **Eser adı**, yayın yeri ve yılı, (makale ise) eser içindeki sayfa numaraları.

Örnek: HACISALİHOĞLU, Mehmet, “Bulgaristan’dan Göç ve Terk Edilmiş Köyler”, **Avrasya Konferansları Bildiriler I**, (yay. haz. Hakan Güneş-M. Sait Türkhan), İstanbul 2010, s. 57-89.

Örnek: ŞİŞMAN, Adnan, **XX. Yüzyıl Başlarında Osmanlı Devletinde Yabancı Devletlerin Kültürel ve Sosyal Müesseseleri**, Ankara 2006.

Her makalenin başına Türkçe ve İngilizce olmak üzere ve 100 kelimeyi geçmemek şartıyla bir özet konmalıdır. Özetlerde makalenin başlığı da mutlaka İngilizce’ye çevrilmelidir, özetlerin sonlarına 8 kelimeyi geçmemek şartıyla anahtar kelimeler eklenmelidir. Özet ve anahtar kelimeler, Rusça yazılan makalelerde Rusça İngilizce ve Türkçe şeklinde üç dilde olmalıdır.

Makale içine eklenecek görseller en az 300 dpi çözünürlükte, JPEG veya TIFF formatında olmalı ve Word dosya haricinde ayrıca gönderilmelidir. Kullanılacak tüm görsellerde yayın hakları ile ilgili tüm hususlardan yazar sorumludur.

Makalelere eklenecek tablo, şekil, grafik gibi unsurların üst kısımlarına sıra numarası ve kısa açıklamaları, alt kısımlarına da kaynakları mutlaka eklenmelidir.

I.U. THE JOURNAL OF EURASIAN STUDIES (AVID) EDITORIAL POLICY

The Journal of Eurasian Studies is a refereed journal, and its referees are determined among three different universities in Turkey by the editorial board

in accordance with the contents of the article. The author has the right to object to the criticisms and modifications those put forward by the referees. In this regard, the final assessment is made by the Scientific Committee.

In the Journal of Eurasian Studies, the scientific studies in the field of history and the history of science, which are in national and international level, are published. The authors are fully responsible for the content of the papers which are submitted to the Journal Eurasian Studies.

The articles must be sent in MS Word program and five copies to be printed on A4 size separately (with the condition that three copies must be anonymous) in electronic form, and all the information of the author (postal address, e-mail address and CV) attached to the journal address (avid.dergi @ yahoo.com).

The papers which are submitted to the Journal of Eurasian Studies must not be published or sent to another journal to be published. The entries must be in the format specified below:

1. The Journal of Eurasian Studies' (JES) official languages are Turkish, English and Russian.
2. Page Margins must be as follows: from the top, bottom, left, and right 2.5 cm. must be left blank. The paragraph spacing must be 3 cm.
3. The line spacing range must be 1.5, and the manuscript must be written in Times New Roman 12-point font or Arial 11-point font.
4. The footnotes: The article writing system should be based on page-break footer. The other forms are not accepted; otherwise the authors have to make the required changes. The author is responsible for the delays due to such changes. The footnotes must be written in Times New Roman, 10-point font.
5. The author's title and the institution he belonged must be given as a footnote attached to the author's name * on the first page.
6. The footnotes must be arranged in the examples mentioned below:

In the books: Author's Name, Surname, **the Book's name**, the publication place and date, and the page number.

Example: Ali İhsan Gencer, **Bahriye'de Yapılan Islahat Hareketleri ve Bahriye Nezâretinin Kuruluşu (1789-1867)**, Ankara 2001, p. 45.

In the Articles: the Author's Name Surname, "Title of article", **the Name of the Journal**, Volume / Number (year), place and year of issue, and page number.

Example: Cengiz Orhonlu, "Osmanlı Teşkilâtına Aid Küçük Bir Risâle 'Risâle-i Terceme'", **Belgeler**, c. IV/7-8, (1967), Ankara 1967, p. 39-48.

In publications **like dictionaries and encyclopaedias**, the article citation rules must be applied.

In the references which are made to the articles in the compilation books, the name of editor(s) must be indicated in brackets after the article. The translators' names must be given in parenthesis in the translated books and articles again.

Example: Mehmet Hacısalihoğlu, "Bulgaristan'dan Göç ve Terk Edilmiş Köyler", **Avrasya Konferansları Bildiriler I**, (Editor Hakan Güneş-M. Sait Türkhan), İstanbul 2010, p. 57-89.

Example: LevGumilev, **Etnogenez Halkların Şekillenışı Yükseliş ve Düşüşleri**, (trans. D. Ahsen Batur), İstanbul 2004.

In the Theses: Author's Name Surname, "Thesis Title", **University Institute the thesis was prepared, the Department, Master's or Doctoral Thesis**, place-year.

Example: Mahir Aydın, "Şarki Rumeli Vilayeti: Ortaya Çıkışı, İdari Teşkilatı, İlhakı", İstanbul Üniversitesi Sosyal Bilimler Enstitüsü Tarih ABD, **Unpublished PhD Thesis**, İstanbul 1989, p. 26-32.

"**ibid**" or "**op.cit**" abbreviations must be used after the author's surname according to the condition of the study instead of **a.g.e.**, "**a.g.m.**" and "**a.g.t.**" etc.

In the first display of the archival documents, the archive name, fund code must be written clearly, and the abbreviation must be given in parentheses for later use. Then, document number and if exists the leaf number must be specified. If the archive document is a notebook, after the notebook number, instead of the document number, the page number and the provision number (if exists) must be specified. After that, original date and its translated version to Gregorian date must be indicated in parentheses.

Example from Archive Document: **Başbakanlık Osmanlı Arşivi (BOA), Cevdet Bahriye (CB.)**, 7661, (18 Ca. 1221/3 Ağustos 1806).

Example from Archive Notebook: **Başbakanlık Osmanlı Arşivi (BOA), Mühimme Defteri (MD.)**, 7, s. 303, h. 863.(13 Ş. 975/12 Şubat 1568).

Example from Archive Notebook: **Başbakanlık Osmanlı Arşivi (BOA), Maliyeden Müdevver Defterler (MAD)**, 2829, s. 5, (9 Ra. 1163/16 Şubat 1750).

After the web pages, the access date must be added in parentheses.

List of all sources used in the article must be added at the end of the article. This list must be put in alphabetical order by authors' last name. In the Bibliography, the page ranges which are used from journals or books must be given fully in the article.

AUTHOR'S SURNAME (Upper case), Author's name, the name of the study, place and year of publication (if it's an article) page numbers in the study must be given.

Example: HACISALİHOĞLU, Mehmet, "Bulgaristan'dan Göç ve Terk Edilmiş Köyler", **Avrasya Konferansları Bildiriler I**, (yay. haz. Hakan Güneş-M. Sait Türkhan), İstanbul 2010, p. 57-89.

Örnek: ŞİŞMAN, Adnan, **XX. Yüzyıl Başlarında Osmanlı Devletinde Yabancı Devletlerin Kültürel ve Sosyal Müesseseleri**, Ankara 2006.

In the beginning of the each article, a summary of not more than 150 words,

both Turkish and English, and must be included. In the abstract the title of the article must also be translated into English, key words must be added to the end, not exceeding eight words. In the papers written in Russian, the abstract and the keywords must be in three languages; in Russian, English and Turkish.

Moreover, the articles written in Russian and English must be sent with their translation.

Images to be inserted into the article must be at least 300 dpi resolution, and JPEG, or TIFF format, and must be submitted separately other than a word file. From all the matters relating to the right to use all visuals, the author is responsible.

To the upper part, the factors such as tables, figures, and graphics those to be added in the article, the sequence number and a brief description must be added, and to the lower part the sources must be included.

**НАУЧНЫЙ ЖУРНАЛ СТАМБУЛЬСКОГО УНИВЕРСИТЕТА:
«ЖУРНАЛ ЕВРАЗИЙСКИХ ИССЛЕДОВАНИЙ» (AVID),
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Журнал евразийских исследований является рецензируемый журнал, и рецензенты журнала (3 человека) определяются редколлегией и среди преподавателей принимаюшинаший просьбу об арбитраже из университетов в различных частях мира, в соответствии со содержание статей.

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Книги: ФИО автора, Название Книги, место публикации и дату и номер страницы.

Пример: Ali İhsan Gencer, **Bahriye’de Yapılan Islahat Hareketleri ve**

Bahriye Nezâretinin Kuruluşu (1789-1867), Ankara 2001, с. 45.

Статья: ФИО автора «Название статьи», Название журнала, Том / номер (год), место и год выпуска, и номер страницы.

Пример: Cengiz Orhonlu, «Osmanlı Teşkilâtına Aid Küçük Bir Risâle «Risâle-i Terceme», **Belgeler**, с. IV/7-8, (1967), Анкара 1967, с. 39-48.

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Пример: Lev Gumilev, **Etnogenez Halkların Şekillenışı Yükseliş ve Düşüşleri**, (переводчик D. Ahsen Batur), Стамбул 2004.

В дипломных работах: ФИО автора, «Название работы», Название Института при Университете, где Работа Готовилась, Кафедра, Дипломная работа на Соискание Степени Магистра/Кандидата Наук/Доктора Наук, Место-Год.

Пример: Mahir Aydın, «Şarki Rumeli Vilayeti: Ortaya Çıkışı, İdari Teşkilatı, İlhakı», İstanbul Üniversitesi Sosyal Bilimler Enstitüsü Tarih ABD, Неопубликованные кандидатскую диссертацию, Стамбул 1989, с. 26-32.

7. В случае если при оформлении библиографических сносок необходимо указать ранее упоминавшийся источник, то вместо выражений «ibid», «там же» и т.п. следует указать имя автора и сокращение «Указ.соч.».

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архивный тетрадь: : **Başbakanlık Osmanlı Arşivi (BOA), Maliyeden Müdevver Defterler (MAD)**, 2829, s. 5, (9 Ra. 1163/16 Şubat 1750).

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ФАМИЛИЯ АВТОРА, имя автора, название книги/работы, и т.д. ,, место и год издания.

ФАМИЛИЯ АВТОРА, имя автора, «Название статьи», название книги или журнала, место и год издания, номер страницы.

Пример: HACISALİHOĞLU, Mehmet, «Bulgaristan»dan Göç ve Terk

Edilmiş Köyler», **Avrasya Konferansları Bildiriler I**, (редакторы Hakan Güneş-M. Sait Türkhan), Стамбул 2010, с. 57-89.

Пример: ŞİŞMAN, Adnan, **XX. Yüzyıl Başlarında Osmanlı Devletinde Yabancı Devletlerin Kültürel ve Sosyal Müesseseleri**, Анкара 2006.

10. В начале статьи должны быть включен турецкий и английский резюме не более 150 слов. название резюме статьи также должно быть переведено на английский язык. В конце статьи должны быть добавлены ключевые слова не более 8 слов. резюме и ключевые слова в статьях на русском языке должны быть на трех (на русском, английском и турецком) языках.

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