# LANGUAGE LEARNING STRATEGIES OF FOREIGN LANGUAGE LEARNERS: TURKISH LANGUAGE CASE

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**ABSTRACT**

Strategies are learning paths that make learning easier, faster, more enjoyable, more directed, more effective and more easily transferable to a new situation. Within this scope, the aim of this study is to determine the learning strategies used by foreign language learners. Therefore, case study design was preferred. The data collected form 15 foreign students through observation and interviews to reach detailed findings. Participants were determined by criterion sampling, which is a subtype of purposive sampling method. The data obtained from the observation form, researcher's notes and interview reports were evaluated by descriptive analysis and were categorized as memory, cognitive, compensatory, metacognitive, affective and social strategies. According to the results, each student's strategy preference and frequency varies regarding the student's personality traits, comprehension level, language level, sociocultural characteristics, gender, mother tongue, and the subject learned. Moreover, students prefer memory, cognitive, and compensation direct strategies more than metacognitive, social, and affective indirect strategies. This study theoretically extends the conceptual frameworks of previous measures of language learning strategies from English language learning to L2 Turkish language learning. Important pedagogical and educational implications are provided for L2 Turkish educators to encourage L2 Turkish learners to explore their own learning strategies.

**Keywords:** Turkish teaching as a foreign language, language learning strategies, language learning processes

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# YABANCI DİL ÖĞRENENLERİN DİL ÖĞRENME STRATEJİLERİ: TÜRKÇE ÖĞRETİMİ ÖRNEĞİ

**ÖZET**

Stratejiler, öğrenmeyi daha kolay, daha hızlı, daha zevkli, daha yönlendirilmiş, daha etkili ve yeni bir duruma daha kolay aktarılabilir hale getiren öğrenme yollarıdır. Bu yolların yabancı dil öğretiminde etkin olarak kullanımı, eğitim-öğretiminin kalitesini doğrudan etkiler. Onları belirlemek, öğrencileri bu bulgular doğrultusunda yönlendirmek gerekir. Bu yüzden bu çalışma, Türkçeyi yabancı bir dil olarak öğrenenlerin kullandıkları öğrenme stratejilerini belirlemek amacıyla yapılmıştır. Çalışma, durum çalışması deseniyle gerçekleştirilmiştir. Detaylı bulgulara ulaşmak için Türkçeyi yabancı bir dil olarak öğrenen 15 yabancı uyruklu öğrenciden gözlem ve görüşme yoluyla veri toplanmıştır. Katılımcılar amaçlı örnekleme yönteminin bir alt türü olan ölçüt örnekleme ile belirlenmiştir. Gözlem formu, araştırmacı notları ve görüşme raporlarından elde edilen veriler, betimsel analiz ile değerlendirilmiş ve bellek, bilişsel, telafi edici, üstbilişsel, duyuşsal ve sosyal stratejiler olarak kategorize edilmiştir. Sonuçlara göre, her öğrencinin strateji tercihi ve sıklığı, öğrencinin kişilik özellikleri, anlama düzeyi, dil düzeyi, sosyokültürel özellikleri, cinsiyeti, anadili ve öğrendiği konuya göre değişmektedir. Ayrıca, öğrenciler, doğrudan stratejileri (bellek, bilişsel ve telafi edici) dolaylı stratejilerden (üstbilişsel, sosyal ve duyuşsal) daha fazla tercih etmektedir. Bu çalışma, dil öğrenme stratejilerine ilişkin önceki ölçümlerin kavramsal çerçevelerini İngilizce dil öğreniminden L2 Türkçe dil öğrenimine teorik olarak genişlettiği gibi eğitimcileri, Türkçe öğrenenleri kendi öğrenme stratejilerini keşfetmeye teşvik etmeleri için önemli çıkarımlar sunmaktadır.

**Anahtar Kelimeler:** Türkçeyi yabancı bir dil öğretimi, dil öğrenme stratejileri, dil öğrenme süreçleri

## 1. INTRODUCTION

When learning processes are examined, it is seen that individuals exhibit similar behaviors and differences in terms of their own skills and abilities, demographic characteristics, affective variability, learning styles and learning strategies. These variable factors profoundly affect how learners approach language learning tasks and how successful they are (Cook, 2001). Therefore, both learners and teachers need to have knowledge about individual differences (how individuals learn). If people know their individual differences, they can organize their learning processes more accurately. At the same time, the more teachers know about their students, the more effective they can be in the teaching process. This knowledge shows teachers how many different ways they can accomplish complex language learning and general teaching (Ehrman et al., 2003). Therefore, it is necessary to investigate and identify individual differences and to guide individuals to achieve more qualified learning processes.

This study focuses on individual differences in language learning strategies. Strategies are learning paths that make learning easier, faster, more enjoyable, more directed, more effective and more easily transferable to a new situation (Oxford, 1990). In the literature, strategies are defined as processes, steps, plans used by learners to facilitate the acquisition, retention, recall and use of information (Wenden & Rubin, 1987) or specific activities, behaviors or techniques that learners use to

improve their language learning skills (Oxford, 2003). These are steps involving thoughts, behaviors, beliefs or emotions that facilitate the acquisition, comprehension or transfer of new knowledge (Weinstein et al., 2000). Therefore, being aware of language learning strategies and knowing which one can be used in which situation will help language learners to use their learning processes efficiently.

## 1.1. Literature Review

There are many studies conducted to understand the strategies that students use in the learning process (Akıllılar & Uslu, 2011; Eken & Gündoğdu, 2021; Gerami & Baighlou, 2011; Khamkhien, 2011; Sukying, 2021; Wu, 2008). These studies are based on previous classifications while making sense of learning strategies. Because classifications serve as a guide that shows where learning corresponds to and who takes which steps during language learning. These guides have emerged as a result of long research and accumulation. Therefore, although there are many studies categorizing language learning strategies in the literature (O'Malley et al., 1985; Oxford, 1990; Stern, 1975; Wenden & Rubin, 1987), it should be noted that they are not completely independent or different from each other. They have many common or similar points. For example, Naiman's classification in 1978 with his colleagues is based on the data presented by Stern in 1975. Rubin's classification in 1987 forms the basis of the Oxford taxonomy in 1990 (cited in Akkaş Baysal, 2019). Within this known reality, Oxford's classification has come to the fore. In field research, many studies (Alfian, 2016; Adan & Hashim, 2021; Chanderan & Hashim, 2022; Chen, 2014; Kussin, et al., 2018) are based on this classification. The most important reason for preferring this classification is that it matures the findings of others and has detailed and understandable categories.

Oxford's (1990) taxonomy of language learning strategies consists of two basic groups, each with three sub-dimensions. The basic groups are direct and indirect learning strategies. The sub-dimensions of direct learning strategies are memory strategies, cognitive strategies and compensation strategies. Memory strategies enable learning by making mental associations, practicing with pictures and sounds, regular repetition and matching with movement. Cognitive strategies are used for practicing and exchanging messages in the target language. Compensation strategies aim to overcome limitations in speaking and writing by making accurate predictions. They are mainly used to overcome knowledge gaps when they arise. The sub-dimensions of indirect learning strategies are metacognitive strategies, affective strategies and social strategies. Metacognitive strategies enable learners to be at the center of their own learning, to plan and evaluate their learning. Affective strategies help learners to control their emotions and anxieties about learning. They encourage them to learn. Social strategies elicit interactive learning and collaboration by asking questions. Considering all these, it can be said that learning strategies are important stages used by learners to facilitate language learning or to activate prior knowledge.

Research has frequently demonstrated the power of consciously using language learning strategies in foreign language classrooms and how language teaching methods can affect the use of such strategies (Oxford, 2003). Aware of this, researchers (Alyılmaz & Şengül, 2017; Barut, 2015; Boylu, 2015; Bölükbaş, 2013; Bülbül, 2015; Elemen, 2014; Karatay & Güngör, 2015; Harputoğlu, 2015, Silahsızoğlu, 2004; Şengül, 2012) have paid attention to examining international students' language learning processes and identifying their learning strategies.

Barut (2015) found that students used language learning strategies at a moderate level and preferred compensation and social strategies more. Şengül (2012) reached findings in line with Barut's study and found that Turkish origin students used learning strategies at a moderate level. Alyılmaz and Şengül (2017) found that the use of memory strategies, cognitive strategies and compensation strategies in activities for the four basic language skills in a holistic manner and in a communicative dimension had a positive effect on students' acquisition of language knowledge.

Elemen (2014) found out that students used during listening and post-listening strategies, but they did not prefer pre-listening strategies very much. When Silahsızoğlu (2004) compared German and Turkish textbooks in terms of language learning strategies, he found that German textbooks used language learning strategies more commonly than Turkish textbooks, but Turkish textbooks did not include these strategies much.

As can be seen, research in the field focuses on which language learning strategies students use, what they achieve with these strategies and which strategies they lack in using. These researches have led to references to these strategies in recently prepared Turkish textbooks and teaching programs. For example, in the Curriculum for Teaching Turkish as a Foreign Language prepared by the Turkish Maarif Foundation (2020, p.28), the importance of language learning strategies is mentioned and the necessity of developing learning strategies to move the language teaching process outside the classroom.

The realization of this goal in the curriculum will be possible through more research in the field, a repository of information gathered from the research, and ultimately a synthesis of the information in this repository into a strategy manual. In this context, the aim of this study is to determine the strategies used by students learning Turkish as a foreign language in the language learning process and to reveal how and to what extent these strategies are used. Therefore, the study is built on the basic questions "What are the strategies used by students learning Turkish as a foreign language in the language learning process?" and "How and to what extent do students learning Turkish as a foreign language use language learning strategies?". The sub-problems of the research are as follows:

1. How and to what extent do students who learn Turkish as a foreign language use memory strategies in the language learning process?

2. How and to what extent do students who learn Turkish as a foreign language use cognitive strategies in language learning process?

3. How and to what extent do students who learn Turkish as a foreign language use compensation strategies in language learning process?

4. How and to what extent do students who learn Turkish as a foreign language use metacognitive strategies in language learning process?

5. How and to what extent do students who learn Turkish as a foreign language use affective strategies in language learning process?

6. How and to what extent do students who learn Turkish as a foreign language use social strategies in language learning process?

## 2. METHOD

### 2.1. Research Model

To determine which language learning strategies are used by a foreign language learners and the underlying reasons behind these strategies, this research was conducted with case study, one of the qualitative research designs. A case study is a holistic research that investigates a current phenomenon in its natural environment (Harling, 2012).

In this study, the holistic single case model of case study (Yin, 2003) was preferred. This model is used to test a well-formulated theory in which there is a single unit of analysis and outlier and unique situations are studied (Subaşı & Okumuş, 2017). The concepts of "unit of analysis", "situation to be studied" and "well-formulated theory" used in this definition correspond to the following: the unit of analysis is foreign students learning Turkish; the situation to be studied is the learning strategies used by the students; and the well-formulated theory is R. L. Oxford's (1990) classification of language learning strategies.

### 2.2. Participants

Participants were determined by criterion sampling, which is a subtype of purposive sampling method. Purposive sampling is the deliberate selection of the study group because of its qualities. Participants are determined by a non-random method and according to the information needed (Bernard, 2002).

The main criteria for the selection of the participants were that the students were foreign nationals, that they were learning Turkish and that they were all at the same language level. Participant names were coded. A "declaration of consent" was obtained from the participants. Demographic data of the participants are given in Table 1.

**Table 1.** Demographic data of the participants

| Rank | Participants | Age | Gender | Language Level |
|------|--------------|-----|--------|----------------|
| 1 | S1 | 20 | Female | B |
| 2 | S2 | 23 | Female | B |
| 3 | S3 | 22 | Male | B |
| 4 | S4 | 21 | Male | B |
| 5 | S5 | 21 | Male | B |
| 6 | S6 | 21 | Male | B |
| 7 | S7 | 21 | Male | B |
| 8 | S8 | 21 | Male | B |
| 9 | S9 | 21 | Male | B |
| 10 | S10 | 21 | Female | B |
| 11 | S11 | 21 | Female | B |
| 12 | S12 | 21 | Female | B |
| 13 | S13 | 21 | Female | B |
| 14 | S14 | 21 | Female | B |
| 15 | S15 | 24 | Male | B |

## 2.3. Data Collection Tools

Since the study was designed as a case study, more than one data collection tool was preferred (Yin, 2003). To reach the detailed information about the case, observation and interview were used.

Firstly, the observation form was used to accurately describe the classroom environment and observe the learning strategies used by the students. Observation, which is a primary and reliable source of information (Kabir, 2016), enables the systematic description of events or behaviors in a social environment (Marshall & Rossman, 1989). This form was created by adapting the learning strategies obtained from the literature review (Oxford, 1990; Rubin, 1987). The formal structure of the observation form was based on the observation form used by Bektaş (2011).

An interview is a two-person conversation initiated by the researcher for a specific purpose to obtain information relevant to the research (Channel & Kahn, 1968). Semi-structured interview was preferred. In semi-structured interviews, questions are usually open-ended and asked in a certain order and manner. However, it also allows the researcher to ask additional questions when necessary. Thus, the researcher can obtain reliable, qualified and in-depth data (Bernard, 1988).

The interview questions were formed by adapting the learning strategies obtained from the literature review (Oxford, 1990; Rubin, 1987) to the study. In addition, while preparing the interview

questions, the experiences and findings obtained by the researcher as a result of observations were also utilized.

The interview questions used for this study consist of two parts. The first part consists of ice-breaking questions designed to ensure a positive interaction between the researcher and the participant, while the second part consists of basic questions related to the research topic. There are 4 questions in the first part and 6 questions in the second part. Under each of the questions in the second part, four probe questions were used to obtain detailed information.

## 2.4. Data Collection Process

First, the observation was conducted with 15 students in a Turkish Language Teaching Application and Research Center in Malatya in the Spring Semester of the 2021-2022 Academic Year. This process was carried out in a four-week period covering the last two weeks of the B1 level and the first two weeks of the B2 level. The aim here is to reveal the learning strategies used by the students studying at level B through observation. The observation was conducted by the researcher using an observation form. The observation lasted for 4 weeks. It was carried out 4 days a week and 4 hours a day. The researcher used a "lesson observation form" prepared separately for each student during the observation process.

The second data set was collected through semi-structured interviews with 15 students. The interview was conducted with each student individually in a quiet environment for approximately 20 minutes. First, a short chat was made to make the students comfortable and build trust in the researcher, and then the research questions were started. The questions were asked in a certain order, and when necessary, the student was supported to understand the subject better with probing questions. The interview program was created by the researcher. The interviews were recorded and then transcribed. These written texts were then confirmed by the students. The names of 15 students were coded for information security.

## 2.5. Data Analysis

The data obtained from the observation form, researcher's notes and interview reports were evaluated by descriptive analysis. Descriptive analysis describes a situation or a phenomenon based on the questions of who, what, where, when and to what extent and tries to find new facts (Baha, 2016). In this context, the data were described and interpreted in a systematic and clear manner and some results were obtained within the framework of cause and effect.

In the findings section, the data were categorized under the theme of language learning strategies in six categories: memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies and social strategies. Tables were created for each category according to the interview data. The findings obtained from the observations and participant opinions

regarding the results in these tables are given in the rest of the text with examples. This made it possible to check whether the results obtained from observation and interview data overlapped. In the findings section, observation/interview data related to these codes are given through direct quotations.

## 3. FINDINGS

### 3.1. Findings Related to Memory Strategies

The data obtained from the interviews for the first sub-problem, "How and to what extent do foreign students learning Turkish as a foreign language use memory strategies in the language learning process?" are presented in Table 2. In addition, how students used these codes was explained with observation data and direct quotations from the interviews.

**Table 2.** Codes, Participants and Frequencies Related to the Memory Strategies Category

| Theme | Category | Code | Participant | f |
|---|---|---|---|---|
| Language learning strategies | Memory strategies | Review | All | 100% |
| | | Establishing mental connections | S2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 | 93% |
| | | Expressing the meaning of the word in another way | S1, 2, 3, 5, 7, 8, 12,15 | 53% |
| | | Making a picture of the word, imitating it with sound or movement | S1, 4, 11, 13, 15 | 33% |

According to Table 2, the code "review" was always preferred. During the observation process, it was recorded that students had more difficulty especially with the sounds that were not in the alphabet of their mother tongue and that they practiced reviewing on these sounds. In addition, it was also found that the students preferred to review the newly learned words to memorize them. This result also coincides with the interview results. For example, one of the participants S7 said, "I am constantly practicing the pronunciation of vowels, for example ö and ü. Because we do not have these letters."

The code "making mental connections" was frequently preferred. Most of the students look for similar points between the target language and their mother tongue when learning new words. Especially if the new word has an equivalent in their own language, students prefer to learn this word more. According to them, such a situation makes learning both more interesting and easier. In the interview, one of the participants, S11, explained that he made a comparison between the target language and his mother tongue and looked for similarities as follows "Yes, I do it, I do it a lot because there are many similar words in Turkish and Arabic, such as state, book, pen". It was also mentioned by the other students whose mother tongue was Arabic. Because the students think that vocabulary learning has become quite easy and permanent with this method. However, S1, who is a Mynmar

national, stated that she could not benefit from this strategy because she could not find a common word between Turkish and her own language. Therefore, S1 stated that he preferred "grouping words according to their meanings" instead of "making mental connections" to facilitate his learning.

According to the observation results, the code "expressing the meaning of the word in another way" was preferred from time to time. Students tried to make the words and concepts they could not understand comprehensible by using other words they knew. According to the researcher's observation, S1 used this code the most. Because S1, who is a Mynmar national, cannot find a common direction between her mother tongue and Turkish. Therefore, S1 generally prefers this way when learning a new word. She also prefers this code when she has difficulties in making sentences. In the interview, this result was confirmed by S1 with the sentences "yes, I do it because I don't know any Turkish before, I forget it quickly, I always express it in a different way, then I remember it easily".

The code "making a picture of the word, imitating it with sound or movement" was sometimes used. According to the observation results, this code was mostly preferred by extroverted students. For example, S4 preferred to both entertain the class and make the word understandable by imitating the word in front of the class, especially when there were words that were not understood by the majority of the class. In addition, this situation also influenced and entertained his other friends. The results of the interviews also coincide with this finding. For example, S13, who is very talkative and outgoing, said, "Yes, I do it because it is very fun and easy. We learn immediately."

### 3.2. Findings Related to Cognitive Strategies

The findings related to the sub-problem "How and to what extent do foreign students learning Turkish as a foreign language use cognitive strategies in the language learning process?" are presented in Table 3. In addition, under the table, how students use these codes is explained with observation data and direct quotations from the interviews.

**Table 3.** Codes, Participants and Frequencies Related to the Cognitive Strategies

| Theme | Category | Code | Participants | f |
|---|---|---|---|---|
| Language learning strategies | Cognitive Strategies | Practicing | All | 100% |
| | | Translating | All | 100% |
| | | Analyzing and drawing conclusions | S3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15 | 80% |
| | | Taking notes, underlining or summarizing | S2, 5, 6 | 20% |
| | | Writing letters and reports | S2, 6 | 13% |

Table 3 shows that the most frequently used cognitive strategies are "practicing" and "translating". According to the results of the observations, students applied the code "practicing"

especially in the form of watching Turkish movies or TV series. This finding was also supported by the interviews. S5, one of the students, stated, "I listen to poetry accompanied by background music. It is both relaxing and learning. I also watch movies, TV series or sports programs".

According to the observation results, all students preferred the code "translating" as well as the code "practicing". These students stated that translating was very useful during the interview. For example, S12, one of the participants, made the following explanations about this code: "I use a lot of dictionaries and translate. I understand easily, I understand what I read"

Students generally applied the code "analyzing and drawing conclusions" in the form of "transferring". It was found that students especially used this code while learning new vocabulary and grammar structures. One of the participants, S5, stated that he made transference by saying "For example, I try to find other similar words of a word I have just learned and use it in different sentences.". In addition, S14 said, "I try to extract the meaning of a Turkish word by separating it into its roots and suffixes, for example, "expand". I do it for this word".

According to the observation data, students do not use the codes "taking notes, underlining or summarizing" very much. It was determined that it was difficult for students to do this, and only students with higher cognitive level used this code. This result was also expressed in the interviews. For example, S5, as a conscious learner, preferred this code frequently and said in the interview: "Yes, I underline the new subject I learn with a red pen, it settles in my mind. I also take notes where I find it important and put a star next to it." S6, one of the students who explained that they found this code difficult, explained the reason for avoiding this code with the words "yes, I try to do it, sometimes I summarize, but talking, reading is easy, writing is difficult".

The code "writing letters and reports" is the least common cognitive strategy. Because students find the act of writing a long letter very boring and challenging. In addition, it was found that most of the students wrote short messages in the target language on their cell phones. Findings supporting this data were obtained in the interviews. For example, S2 explained the reason by saying, "I write short messages to my Turkish friends on my mobile phone, but it is difficult and tiring to write long texts".

### 3.3. Findings Related to Compensation Strategies

Table 4 is related to the findings for the sub-problem "How and to what extent do foreign students learning Turkish as a foreign language use substitution strategies in the language learning process?". In addition, under the table, how students use these codes is explained with observation data and direct quotations from the interviews.

**Table 4.** Codes, Participants and Frequencies Related to the Compensation Strategies Category

| Theme | Category | Code | Participant | f |
|---|---|---|---|---|
| Language learning strategies | Compensation Strategies | Making correct predictions | S2, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15 | 73% |
| | | Coping with limitations in speaking and writing skills | S1, 3, 6, 7, 10, 12, 13 | 53% |

From Table 4, it is understood that students mostly used the code "making a correct predictions". Students guess the word meaning based on the context. It was observed that especially students with high cognitive and comprehension levels frequently used this code and frequently asked questions to the teacher to get feedback. This finding also coincides with the interview results. S11 said "Especially when there is a word I do not understand while reading, I guess the meaning of the word I do not know by using other words in the sentence and the context"

In the code "coping with limitations in speaking and writing skills", students exhibit the behaviors of "using synonyms of unfamiliar words", "using gestures and facial expressions when they have difficulty" and "producing a new word". These behaviors are frequently observed in students with low cognitive level. S6, one of the students who showed these behaviors, supported the observation result for this code by saying, "When I have a lot of difficulty, I use my hands when I cannot think of a word. I point or try to explain."

While the behavior of "producing a new word" was never used by the Syrian students in the class, it was observed that this code was rarely used by the student from Mynmar. The student sometimes combined Turkish and English words to produce new words. This result also coincides with the interview findings. S1 "I sometimes do this. Because my language is very difficult. But I know English and Turkish and some words are similar. Sometimes I cannot remember the Turkish word, then I mix the English word and make the new word." and explained how she coped with the new situation she encountered.

### 3.4. Findings Related to Metacognitive Strategies

Table 5 contains the findings related to the sub-problem "How and to what extent do foreign students learning Turkish as a foreign language use metacognitive strategies in the language learning process?". In addition, under the table, how students use these codes is explained with observation data and direct quotations from the interviews.

**Table 5.** Codes, Participants and Frequencies Related to the Category of Metacognitive Strategies

| Theme | Category | Code | Participant | f |
|---|---|---|---|---|
| Language learning strategies | Metacognitive Strategies | Organizing and planning learning | All | 100% |
| | | Becoming the focus of learning | S2, 4, 5, 6, 8, 9, 11, 14, 15 | 64% |
| | | Assessment of learning | S1, 3, 9 | 20% |

When Table 5 is examined, all students prefered to the code of "organizing and planning learning" especially during exam times. This finding was supported by S3: "In order to be successful in the exam, I start to review the subjects one or two weeks before the exam and plan my time. I study regularly until the exam day." However, it was also determined that students did not use this code very much outside the exam weeks. It was observed that some students who like to study prefer this code from time to time, especially to fulfill the tasks and assignments given by the teacher. It was observed that those who preferred this code reached the set goals more easily. In other words, students who planned their learning over time managed to achieve more effective results in a shorter time. This result was also clearly expressed by the students in the interviews. For example, S13 explained the effect of planning with the words "I do my homework regularly. I do my homework planned every night because I learn better".

It was observed that students with high cognitive level and extraverted students frequently utilized the code "becoming the focal point of learning". These students take every opportunity to speak Turkish and are active in every environment to improve their language skills. S4 said, "I take every opportunity to use my Turkish. When I hear a person speaking Turkish, I pay attention to him/her. For example, I look for opportunities to meet people with whom I can speak Turkish".

It was observed that students were not very conscious about the code "Assessment of learning". Instead of evaluating the process, students evaluate their own development only with exam results. One of the participants, S9, said, "I evaluate my Turkish only with my exam grade. I do nothing else". However, it was observed that some students with high cognitive level evaluated themselves especially in writing lessons. These students evaluate their own development by comparing their old texts with their new ones. One of the participants, S11, said, "Now I can write very beautiful and long, but it used to be very difficult. Now I know more words and I use what I have learned".

**3.5. Findings Related to Affective Strategies**

Table 6 contains the findings of the sub-problem "How and to what extent do foreign students learning Turkish as a foreign language use affective strategies in the language learning process?". In

addition, under the table, how students use these codes is explained with observation data and direct quotations from the interviews.

**Table 6.** Codes, Participants and Frequencies Related to the Affective Strategies Category

| Theme | Category | Code | Participant | f |
|---|---|---|---|---|
| Language learning strategies | Affective Strategies | Minimizing emotionality | S1, 2, 3, 6, 10, 12, 14 | 46% |
| | | Using humor | S4, 7, 9, 11, 15, | 33% |

Table 6 shows that students do not use affective strategies very much. As a result of the observations, it was observed that the code "minimizing emotionality" was used especially by very shy students when they were experiencing excitement and anxiety. It was noticed that these students sometimes sought support from their closest friends to calm their anxiety. S10, an introverted character said, "When I try to relax, I share my feelings with my friend. Thus, I try to reduce my excitement." However, it was observed that these students generally did not do anything to "encourage themselves" and sometimes even preferred to remain silent and withdraw. This result was clearly reflected in the responses in the interviews. For example, S14 stated the reasons for his behavior as follows: "I don't want to speak because I am afraid, I am embarrassed by male students, I don't know how to control my emotions, so I prefer not to speak."

It was observed that extroverted students usually override their mistakes and deficiencies by "using humor". It was determined that especially male students had less anxiety and could easily manage the classroom environment. S4 said "I am not embarrassed at all. I can make mistakes. There is no problem. I make fun of myself but I keep talking." It was observed that female students were more timid and had some difficulties in participating in the lesson and asking questions. It was determined that this situation occurred mostly among Syrian students. It was observed that the cultural values of these students prevented them from actively using affective strategies. This result was reflected in the following sentences of S12: "Girls don't talk much in our school. Because there are boys. I hesitate, so I talk less".

**3.6. Findings Related to Social Strategies**

Table 7 includes findings of the sub-problem "How and to what extent do foreign national students learning Turkish as a foreign language use social strategies in the language learning process?". In addition, under the table, how students use these codes is explained with observation data and direct quotations from the interviews.

**Table 7.** Codes, Participants and Frequencies Related to the Social Strategies Category

| Theme | Category | Code | Participant | f |
|---|---|---|---|---|
| Language learning strategies | Social Strategies | Asking questions | S4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 | 80% |
| | | Collaborating with others | S4, 5, 8, 9, 11, 14, 15 | 46% |
| | | Putting oneself in someone else's shoes and developing empathy | S4, 5, 8, 9, 11, 14, 15 | 46% |

According to Table 7, students with a high interest in learning preferred social strategies very much. In particular, it was found that students frequently used the code "asking questions" when they did not understand something. It was observed that diligent and eager students tried to ask questions in Turkish during the lesson. S11 said, "When I am uncertain about something or I don't know, I immediately ask the teacher. I never hesitate. When the teacher tells me the correct answer, I never forget it."

The code "Collaborating with others" was used especially when they ask the target language speaker to speak more slowly or to repeat what they say. Sometimes, when students realized that what they said was not understood, they asked the listeners to correct their mistakes and preferred to go over their mistakes. According to the results of the observations and interviews, successful students use this code from time to time. For example, S5 said, "When I need help, I ask for help from Turkish speakers. Especially when I speak, I want the other person to correct my mistakes. This way, I learn faster" and drew attention to the effects of social strategies on learning.

The code "Putting oneself in someone else's shoes and developing empathy" is mostly used to develop cultural understanding among the students. Students emphasized that they find Turkish culture interesting. Sometimes they even use some common cultural elements of Turks themselves. One of the participants, S5, said, "I am very interested in the greetings of Turks. They clap their heads. I do it too. And I always say "eyvallah". It is a very interesting word, but it is very fun".

## 4. DISCUSSION

According to the findings, each student learning a foreign language uses at least one learning strategy to achieve his/her learning goals. The strategy preference and frequency varies according to the learner's personality traits, level of comprehension, language level, socio-cultural characteristics, gender, mother tongue and subject matter.

The results show that foreign students attach importance to establishing relationships between their previous native language knowledge and the information they have just learned in the target

language, watching Turkish programs on television, paraphrasing when they cannot remember a word, paying attention to what they hear in Turkish-speaking environments, not giving up speaking Turkish even when they are worried about making mistakes, and asking the Turkish speaker to explain the sentences they cannot make sense of slowly or to repeat what they say. In addition, it was found that students' personal characteristics (e.g. being timid) affected their strategy choice. This result coincides with the findings of Hamamcı (2012). Hamamcı found that students used memory, cognitive and metacognitive strategies at the highest level while learning English. In addition, in a study on the effects of foreign language learning strategies on student achievement, it was observed that students intensively used cognitive and metacognitive learning strategies (Öztürk, 2013). The common aspect of all these studies is the findings that students who use language learning strategies are successful in their lessons.

Students mostly use the following strategies in the process of learning words they encounter for the first time: finding out whether they are similar to words in their mother tongue, making inferences about the meaning of the word by using examples and definitions in the text, reading a word repeatedly when they encounter a word whose pronunciation they do not know, and trying to guess the meaning of the word from the text instead of looking it up in the dictionary. These results coincide with the findings of studies on the effect of teaching language learning strategies on student achievement in English language teaching (Aydemir, 2007). Therefore, it can be said that students learning a foreign language apply similar solutions to the difficulties they face. However, for a definite conclusion, more research data should be compared with each other.

According to the research data, there are some differences between male and female students in strategy selection. Male students are more active in the use of affective and social strategies, while female students are more timid. This finding is similar to the result obtained in the study (Kılıç & Padem, 2014). The findings that girls use different strategies than boys were also found in Bekleyen's (2005) study.

Students' socio-cultural characteristics affect the strategies they use. For example, Conservative female students (coming from Syria) did not prefer the behavior of "using humor", one of the affective strategies that require speaking in front of the class, because of male students. The cultural values these students carry restrict their freedom to speak in front of boys. One of the important data supporting the effect of cultural readiness is that female students who do not carry restrictive or prohibitive codes are comfortable and active in the classroom. For example, the student from Mynmar has a different cultural memory and religious beliefs than Syrians. Since her cultural values do not restrict her movements in the learning environment, she can take an active role in the classroom and apply different learning strategies than other female students. This result supports the finding of the study on cultural differences in learning strategies (Niles, 1995). It is also possible to find statistically significant differences between the learning perceptions and strategy preferences of students born in different cultures in other studies (Ramburuth & Tani, 2009).

Learners' mother tongue has a direct influence on their choice of learning strategies. Similarities or differences between the target language and the native language affect the strategies used by the students. This coincides with the findings of previous studies (Akkaş Baysal & Ocak, 2020). In other words, the fact that the learners' native language and the target language have common codes or not has a direct effect on the preference of learning strategies.

Finally, the students did not attach much importance to writing the newly learned words on small cards, summarizing the passage they listened to or read, producing new words when they could not remember the correct word, making a study plan, writing down what they felt during the learning process and creating Turkish speaking environments with their classmates. This result coincides with other studies on language learning strategies (Hamamcı, 2012).

## 5. CONCLUSIONS AND LIMITATIONS

This study investigated how L2 Turkish learners anticipate and form their own learning strategies in a language learning model in which Turkish is taught as a foreign language. All these results show that students who learn Turkish as a foreign language mostly use "memory, cognitive and compensation" direct strategies. This result is similar to the results of studies on the learning of English as a foreign language (Salam et al., 2020). In both studies, it was observed that students used cognitive and compensation strategies predominantly. "Metacognitive, affective, and social" indirect strategies are preferred by conscious, extroverted students with high cognitive level. However, introverted and low cognitive level students have problems in using these strategies.

To sum up, It is of great importance for students to be aware of language learning strategies and to continue their language learning with strategies that suit their own characteristics in order to achieve success. For this reason, instructors who teach Turkish as a foreign language should be informed about language learning strategies and students' awareness of strategies should be raised from the first moment they decide to learn a foreign language. Classroom activities should be designed to use these learning strategies.

Although the present study is one of the few studies to provide evidence in terms of language learning strategies used by students in L2 Turkish language teaching, we acknowledge some limitations and make suggestions for future studies. This study was limited to 15 students at language level B and the data collection tools of observation and interview. In order to make the data more generalizable, it is recommended to conduct further studies with more students at different levels in teaching Turkish as a foreign language. This qualitatively designed study can also be supported with quantitative data in terms of data triangulation.

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# GENİŞLETİLMİŞ TÜRKÇE ÖZET

## YABANCI DİL ÖĞRENENLERİN DİL ÖĞRENME STRATEJİLERİ: TÜRKÇE ÖĞRETİMİ ÖRNEĞİ

### GİRİŞ

Öğrenme süreçleri incelendiğinde kişilerin benzer davranışlarının yanında kendi yetenekleri, demografik özellikleri, duyuşsal değişkenleri, öğrenme stilleri ve öğrenme stratejileri gibi konularda farlılık gösterdikleri görülür. Bu değişken faktörlerin, öğrencilerin dil öğrenme görevlerine nasıl yaklaştıkları ve ne kadar başarılı oldukları üzerinde derin etkilere sahiptir (Cook, 2001). Yani bireysel farklılıklar (dil eğitimi için bireylerin bir dili nasıl öğrendiği), öğrenme sürecinde doğrudan etkiye sahip etmenlerdir. Bu yüzden farklılıklar hakkında öğretmenlerin derin bilgi sahip olmaları gerekir. Onlar, öğrencilerini ne kadar çok tanırlarsa, öğretme sürecinde o kadar çok etkili olurlar. Bu bilgi, öğretmenlere karmaşık dil öğrenimi ve genel öğretimi kaç farklı yolla gerçekleştirebileceklerini gösterir (Ehrman vd., 2003). Bu çalışmada bireysel farklılıklardan (dil) öğrenme stratejileri konu edinilmiştir. Diğerleri ise çalışma kapsamında tutulmuştur.

Stratejiler, öğrenmeyi daha kolay, daha hızlı, daha eğlenceli, daha yönlendirilebilen, daha etkili ve yeni bir duruma daha kolay aktarılabilir hale getiren öğrenme yollarıdır/tercihleridir (Oxford, 1990). Alandaki kaynaklarda stratejileri; Wenden ve Rubin (1987), bilginin edinilmesini, akılda tutulmasını, geri çağrılmasını ve kullanılmasını kolaylaştırmak için öğrenen tarafından kullanılan işlemler, adımlar, planlar olarak veya Oxford (1999), öğrencilerin dil öğrenme becerilerini geliştirmek için kullandıkları belirli etkinlikler, davranışlar veya teknikler olarak tanımlamıştır. Bunlar; yeni bilgi ve becerilerin edinilmesini, anlaşılmasını veya başka ortamlara aktarılmasını kolaylaştıran düşünce, davranış, inanç veya duyguları içeren adımlardır (Weinstein vd., 2000). Bu nedenle, dil öğrenme stratejilerinin farkında olmak, hangi durumda hangisine başvurulabileceğini bilmek, dil öğrenenlerin öğrenme süreçlerini verimli olarak kullanmalarına yardımcı olacaktır. Bu bağlamda çalışmanın amacı, yabancı dil olarak Türkçe öğrenen öğrencilerin dil öğrenme sürecinde kullandıkları stratejileri belirlemek ve bu stratejilerin nasıl ve ne ölçüde kullanıldığını ortaya koymaktır. Bu nedenle çalışma, "Yabancı dil olarak Türkçe öğrenen öğrencilerin dil öğrenme sürecinde kullandıkları stratejiler nelerdir?" ve "Yabancı dil olarak Türkçe öğrenen öğrenciler dil öğrenme stratejilerini nasıl ve ne ölçüde kullanmaktadırlar?" temel soruları üzerine inşa edilmiştir. Araştırmanın alt problemleri aşağıdaki gibidir:

1. Yabancı dil olarak Türkçe öğrenen öğrenciler dil öğrenme sürecinde bellek stratejilerini nasıl ve ne ölçüde kullanmaktadırlar?

2. Yabancı dil olarak Türkçe öğrenen öğrenciler dil öğrenme sürecinde bilişsel stratejileri nasıl ve ne ölçüde kullanmaktadırlar?

3. Yabancı dil olarak Türkçe öğrenen öğrenciler dil öğrenme sürecinde telafi stratejilerini nasıl ve ne ölçüde kullanmaktadırlar?

4. Yabancı dil olarak Türkçe öğrenen öğrenciler dil öğrenme sürecinde üstbilişsel stratejileri nasıl ve ne ölçüde kullanmaktadırlar?

5. Yabancı dil olarak Türkçe öğrenen öğrenciler dil öğrenme sürecinde duyuşsal stratejileri nasıl ve ne ölçüde kullanmaktadırlar?

6. Yabancı dil olarak Türkçe öğrenen öğrenciler dil öğrenme sürecinde sosyal stratejileri nasıl ve ne ölçüde kullanmaktadırlar?

## YÖNTEM

Bu araştırmada nitel araştırma yöntemlerinden durum çalışması deseni kullanılmıştır. Çünkü Türkçeyi yabancı bir dil olarak öğrenen öğrencilerin dil öğrenme strateji tercihlerini detaylı bir şekilde belirmek hedeflenmiştir. Durum çalışması belirli bir bireyin, toplumun, olayın, kurumun ya da sistemin gerçek yaşamdaki karmaşıklığını veya benzersizliğini çoklu bir perspektiften inceleyen bir yöntemdir (Simons, 2009). Çalışma grubu amaçlı örnekleme yöntemi ile belirlenmiştir. Çünkü amaçlı örnekleme çalışma grubunun, sahip olduğu nitelikler nedeniyle kasıtlı olarak seçilmesidir. Katılımcılar rastgele olmayan bir yöntemle ve ihtiyaç duyulan bilgiye göre belirlenir (Bernard, 2002). Amaçlı örnekleme türlerinden ölçüt örnekleme tercih edilmiştir. Bu örneklemede belirli ortak özelliklere sahip kişi, olay, olgu veya nesneler araştırmaya dâhil edilir (Büyüköztürk vd, 2014). Bu bağlamda bu araştırmanın çalışma grubunu Malatya'da bir Türkçe Öğretim Uygulama ve Araştırma Merkezinde öğrenim gören B kurundaki 15 öğrenci oluşturmaktadır. Katılımcı seçiminde temel ölçüt öğrencilerin yabancı uyruklu olup Türkçe öğreniyor olmaları gerekmektedir. Çalışma durum çalışmasına göre tasarlandığından veri toplama aracı birden fazla kullanılmıştır. İlk olarak sınıf ortamını doğru tanımlayabilmek ve öğrencilerin kullandıkları öğrenme stratejilerini gözlemleyebilmek için gözlem veri toplama aracı olarak kullanılmıştır. Ardından ikinci veri toplama aracı olarak gözlemlenen öğrencilerle görüşme yapılmıştır. Görüşme, araştırmayla ilgili bilgileri elde etmek için belirli bir amaç doğrultusunda araştırmacı tarafından başlatılan ve sistematik olarak araştırma hedefleri kapsamında belirlenen sorulara ve içeriğe odaklanan iki kişilik bir konuşmadır (Channel & Kahn, 1968). Araştırmanın verileri bir Türkçe Öğretim Uygulama ve Araştırma Merkezinde 15 öğrencinin öğrenim gördüğü B1 kurunun son iki haftası ile B2 kurunun ilk iki haftasını kapsayan dört haftalık süreçte toplanmıştır. Burada amaç B kurunda öğrenim gören yabancı uyruklu öğrencilerin kullandıkları öğrenim stratejilerini gözlem yoluyla ortaya çıkarmaktır. Gözlem araştırmacı tarafından oluşturulan bir gözlem formu kullanılarak araştırmacı tarafından yapılmıştır. Gözlem 4 hafta boyunca yapılmıştır. Haftada 4 gün olarak yapılmış ve bir gün içinde yaklaşık 4 ders saati boyunca sınıf araştırmacı tarafından gözlemlenmiştir. Gözlem formu kullanılarak yapılmıştır. Araştırmanın ikinci veri seti ise 15 öğrenci ile yapılan yarı yapılandırılmış görüşme ile toplanmıştır. Görüşme her öğrenci ile tek tek sessiz bir ortamda yaklaşık

20 dakika olacak şekilde yapılmıştır. Görüşme programı araştırmacı tarafından oluşturulmuştur. Görüşmeler ses kayıt cihazı ile kayıt altına alınmış ve sonrasında yazıya geçirilmiştir (transkript edilmiştir). Bu yazılı metinler daha sonra öğrencilere onaylatılmıştır. Araştırmaya katılan 15 öğrencinin isimleri bilgi güvenliği açısından kodlarla ifade edilmiştir. Veriler betimsel analiz kullanılarak analiz edilmiştir.

## BULGULAR

Görüşmeden elde edilen veriler incelendiğinde, öğrencilerin anadillerinde var olan bilgilerle hedef dilde yeni öğrendikleri bilgiler arasında ilişkiler kurmaya, televizyonda Türkçe programlar izlemeye, herhangi bir kelimeyi hatırlayamadıklarında başka ifadelerle anlatmaya, Türkçe konuşulan ortamlarda dikkatlerini duyduklarına vermeye, hata yapma kaygısı yaşadığında bile Türkçe konuşmaktan vazgeçmemeye ve konuşma esnasında anlamlandıramadıkları cümleleri karşılarındaki Türkçe konuşan kişiden yavaş yavaş anlatmasını ya da söylediklerini yinelemesini istemeye önem verdikleri ve bu stratejileri sıklıkla kullandıkları görülmektedir. Sadece bazı çekingen öğrencilerin bu stratejileri uygulamada sorun yaşadıkları tespit edilmiştir. Bu sonuç Hamamcı'nın (2012 çalışması ile örtüşmektedir. Hamamcı, öğrencilerin İngilizce öğrenirken bellek, bilişsel ve üstbilişsel stratejileri en üst düzeyde kullandıklarını tespit etmiştir. Ayrıca yabancı dil öğrenme stratejilerinin öğrenci başarısı üzerindeki etkilerini konu edinen çalışmada da öğrencilerin yoğun olarak bilişsel ve biliş ötesi öğrenme stratejilerini kullandıkları gözlemlenmiştir (Öztürk, 2013). Tüm bu araştırmalar, dil öğrenme stratejileri kullanan öğrencilerin derslerinde başarılı olduklarını göstermektedir.

Öğrencilerin karşılaştıkları yabancı kelimelerin ana dillerindeki kelimelere benzeyip benzemediğini bulmak, metindeki örnekleri ve tanımları kullanarak kelimenin anlamına ilişkin çıkarımda bulunmak, bilmedikleri bir kelimeyle karşılaştıklarında, durmadan okumak ve kelimenin anlamını sözlüğe bakmak yerine metinden tahmin etmeye çalışmak en sık kullandıkları stratejilerdir. Bu sonuçlar, İngilizce öğretiminde dil öğrenme stratejileri öğretiminin öğrenci başarısına etkisi üzerine yapılan çalışmalarda elde edilen bulgularla (Aydemir, 2007) örtüşmektedir.

Yapılan görüşme verilerine göre strateji türüne göre erkek ve kız öğrenciler arasında bazı farklılıklar olduğu tespit edilmiştir. Bu bulgu Kılıç ve Padem'in (2014) çalışmasında elde edilen bellek stratejileri kullanımında kızlar lehine, telafi stratejileri tercihinde erkekler lehine anlamlı fark olduğu sonucu ile benzerlik göstermektedir. Kızların erkeklerden farklı stratejiler kullandığına dair başka araştırmalar da vardır (Bekleyen, 2005). Bu araştırmada elde edilen bulgulara göre özellikle duyuşsal stratejiler ve sosyal stratejilerin kullanımında erkek öğrencilerin daha aktif olduğu, kız öğrencilerin ise daha çekingen davrandığı tespit edilmiştir. Mizah kullanmak veya sınıf önünde konuşma gerektiren etkinliklerde, gerek utanma duygusundan gerekse kültürel farklılıklardan dolayı kız öğrencilerin pasif kaldığı tespit edilmiştir.

Öğrencilerin sosyo-kültürel özelliklerine göre kullandıkları stratejiler bazen değişkenlik göstermektedir. Örneğin muhafazakâr kız öğrencilerin (Suriye'den gelen) sınıf önünde konuşma gerektiren stratejileri erkek öğrencilerden dolayı tercih etmedikleri tespit edilmiştir. Bu öğrencilerin taşıdıkları kültürel değerlerin onların erkeklerin yanında konuşma özgürlüğünü kısıtladığını görüşme esnasında bildirmişlerdir. Fakat Mynmar uyruklu öğrenci böyle bir kültürel koda sahip olmadığından sınıf içinde aktif rol alabilmektedir. Elde edilen bu sonuç, Niles'in (1995) çalışmasında dile getirilen farklı kültürlerden olan öğrenciler arasında öğrenme stratejilerinin seçiminde dikkate değer farklılıklar olduğu bulgusunu desteklemektedir. Farklı kültürlerde doğan öğrencilerin öğrenme algıları ve strateji tercihleri arasında istatistiksel olarak anlamlı farklılıkların olduğuna dair bulgular başka araştırmalarda da ortaya çıkmıştır (Ramburuth & Tani, 2009).

Öğrencilerin ana dili, öğrenme stratejileri tercihlerinde doğrudan etkilidir. Hedef dil ve ana dili arasındaki benzerlikler ya da farklılıklar öğrenciler tarafından kullanılan stratejileri etkilemektedir. Örneğin Türkçe ile Birman Dili arasında hiçbir ortak yön olmadığından Myanmar uyruklu öğrenci, "zihinsel bağlar kurma" stratejisini kullanmak yerine "kelimenin anlamını başka bir şekilde ifade etme" ve "kelime icat etme" stratejilerine başvurduğunu bildirmiştir. Bunun yanında Arapça konuşan öğrencilerin "zihinsel bağlar kurma" stratejisini kullanarak benzerliklerden hareketle dil birimlerini anlamlandırmaya çalıştığı belirlenmiştir. Bu durum, daha önce yapılan araştırmaların bulgularıyla örtüşmektedir (Baysal & Ocak, 2020). Tüm bu sonuçlar, öğrenenlerin ana dillerinin hedef dille ortak kodlara sahip olmasının ya da olmamasının öğrenme stratejilerinin tercihinde doğrudan etkili olduğunu göstermektedir.

Öğrencilerin yeni öğrendikleri kelimeleri küçük kartlara yazarak çalışmayı, dinledikleri ya da okudukları parçayı özetlemeyi, doğru kelimeyi hatırlayamadıkları zamanlarda yeni kelimeler uydurmayı, çalışma planı yapmayı, öğrenme sürecinde hissettiklerini bir kenara not almayı ve sınıf arkadaşları ile Türkçe konuşma ortamları yaratmayı fazla önemsemedikleri belirlenmiştir. Bu sonuç Hamamcı'nın (2012), dil öğrenme stratejileri üzerine yaptığı çalışma ile örtüşmektedir.

Tüm bu sonuçlar göstermektedir ki Türkçeyi yabancı dil olarak öğrenen öğrenciler, en çok doğrudan stratejilere başvurmaktadır. Bu sonuç Salam vd.'nin (2020) çalışmalarının sonuçlarına benzemektedir. Her iki çalışmada da öğrencilerin bilişsel ve telafi stratejilerini ağırlıklı olarak kullandığı görülmüştür. Dolaylı stratejileri ise bilişsel düzeyi yüksek, bilinçli, dışadönük öğrencilerin daha sık kullanmaktadır. Fakat içe dönük ve bilişsel düzeyi düşük öğrencilerin ise bu stratejileri kullanmada sorunlar yaşamaktadır. Hem Türkçenin hem de İngilizcenin yabancı dil olarak öğretiminde öğrencilerin benzer stratejilere başvurmuş olması, kişilerin yabancı bir dil olarak öğrendiklerinde hedef dilin ne olduğuna bakılmaksızın benzer davranışlar sergilediğini göstermektedir. Ancak bu sonucun kesin olarak söylenebilmesi için diğer dillerin öğretimine yönelik araştırmalara bakmak ve bu çalışmaların sonuçlarını birbiriyle karşılaştırmak gerekir.

**SONUÇ VE ÖNERİLER**

Her öğrenci öğrenme hedeflerine ulaşmak için az ya da çok farklı öğrenme stratejileri kullanır. Her öğrencinin strateji tercihi ve sıklığı, öğrencinin kişilik özelliklerine, anlama düzeyine, dil seviyesine, sosyo-kültürel özelliklerine, cinsiyetine, anadiline ve öğrendiği konuya göre değişmektedir.

Görüşmeden elde edilen veriler incelendiğinde öğrencilerin anadillerindeki bilgilerle hedef dilde yeni öğrendikleri bilgiler arasında ilişki kurmaya çalıştıkları, televizyonda Türkçe programlar izledikleri, hatırlayamadıkları herhangi bir kelimeyi başka kelimelerle açıkladıkları, Türkçe konuşulan ortamlarda duyduklarına dikkat ettikleri, hata yapma endişesi taşısalar bile Türkçe konuşmaktan vazgeçmemeye çalıştıkları görülmüştür. Ayrıca konuşma sırasında anlamlandıramadıkları cümleleri karşılarındaki Türk konuşmacıdan açıklamasını ya da söylediklerini tekrar etmesini istemeye önem veriyorlar. Bu stratejilerin öğrenciler tarafından sıklıkla kullanıldığı görülmüştür. Sadece bazı içe dönük öğrencilerin bu stratejileri uygulamada sorun yaşadıkları belirlenmiştir.

Bu çalışma, yabancı dil olarak Türkçe öğretiminde öğrencilerin kullandığı dil öğrenme stratejilerini araştıran az sayıdaki çalışmalardan biri olmasına rağmen, bazı sınırlılıkları içermektedir. Bu çalışma, B dil seviyesindeki 15 öğrenciyle ve gözlem ve görüşme veri toplama araçlarıyla sınırlıdır. Verilerin daha genellenebilir olması için, yabancı dil olarak Türkçe öğretiminde farklı seviyelerde daha fazla öğrenciyle yeni çalışmalar yapılması önerilmektedir. Nitel olarak tasarlanan bu çalışma, veri çeşitlemesi açısından nicel verilerle de desteklenebilir.