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Training ELT Teachers on the Use of Language Learning Strategies for Young Learners: A Suggested In-Service Teacher Training Program

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Training ELT Teachers on the Use of Language Learning Strategies for Young Learners: A Suggested In-Service Teacher Training Program

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Abstract: The aim of this study was to explore the impact of in-service training provided to English Language Teaching instructors at elementary public schools on their use of Language Learning Strategies for 6th-grade students. To achieve this, a specialized in-service teacher training program focusing on LLS for young learners was designed and delivered to eight ELT teachers from three different secondary public schools in Turkey. Additionally, eight 6th-grade classrooms from these schools were selected using a convenience sampling technique. The overall study spanned five weeks, with the training program conducted during the initial three weeks. A mixed-method research design was employed, consisting of a pre/post-test experimental framework without a control group. Quantitative data were collected solely from 6th-grade students using the Performance-based Inventory for Children's Language Learning Strategies, an instrument specifically designed by the researcher. On the qualitative side, data were supported by semi-structured interviews, classroom observations, and teacher journals. The results indicate that the in-service teacher training program had a significant effect on the teachers' awareness of LLS. Moreover, all participating teachers demonstrated a thorough understanding of the significance of LLS and acquired the ability to independently create LLS-based activities for their students.

Key Words: Young Learners, ELT Teachers, Language Learning Strategies, In-Service Teacher Training Program

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Introduction

As a fundamental aspect of foreign language teaching, the education of young learners has been extensively investigated from various perspectives. However, existing research and efforts remain insufficient in fully enhancing the language learning process for young learners. For ensuring the success of future generations, further enrichment of the relevant literature in this field is essential (Cameron, 2001). As a continuously evolving field, foreign language education introduces new concepts, innovations, and pedagogical approaches, which are actively discussed by researchers, educators, and practitioners. In this regard, the growing emphasis on teaching English to young learners has led to an increasing number of studies aimed at identifying the most suitable and effective materials, methods, and instructional tools for classroom use.

It has been argued that the use of authentic materials enhances the quality of instruction, with effective teaching in well-equipped classrooms being closely linked to teachers' educational backgrounds, academic training, and professional competencies (Ghosn, 2018; Tomlinson, 2023; William & Burdan, 1997). As in all professional fields, teachers inevitably reflect their own expertise, perspectives, beliefs, and instructional strategies in their teaching practices (İnceçay, 2010). Therefore, it is imperative that they possess a solid understanding of the foundational principles, key concepts, and essential pedagogical frameworks in language education. However, it is seen as a reality that both in-service and pre-service English Language Teaching (ELT) teachers having been graduated from this department need to be trained on their practical knowledge and language learning strategies (LLS) preferences (Yapıcı & Bada, 2004).

During teaching English as a foreign language, on the other hand, apart from materials and activities, some key issues named “non-linguistic elements” have begun to be popular in recent decades; ELT teachers should be aware of these issues on teaching a foreign language, especially for the younger ones (Chamot, 1993; Gürsoy, 2004; Habok & Magyar, 2018; Pawlak, 2021). These nonlinguistic factors are categorized under the “individual differences” as an umbrella term, and in the cumulative studies, various kinds of different classifications and terms are seen for individual differences such as age, gender, aptitude, motivation, intelligence types, sociological preference, cognitive styles and language learning strategies (Altman & Vaughan-James, 1980; Larsen-Freeman & Long, 1991; Oxford & Erhman, 1993). Not only adults, but also young learners may also need these factors and it is thought that all of these factors, and moreover, are connected to each other; so, language learners need to use many of them consciously or sub-consciously during their learning process.

Young learners, as one of the central participants in the language learning process, have been the primary focus of numerous studies (Gürsoy & Eken, 2018; Tezcan & Deneme, 2016). Within this context, LLS have been a subject of research since the early 1980s, with signif-

icant contributions from scholars such as Cohen (1998), Oxford (1990), and O'Malley and Chamot (1990), whose categorizations and frameworks are widely recognized in the literature on language learners. However, while much research has been dedicated to examining the strategies employed by language learners, there remains a notable gap concerning the LLS of young learners.

This gap highlights the need for further exploration of language learning strategies across different age groups, as these strategies are “consciously selected by learners and may lead to actions that enhance the learning or use of a second or foreign language” (Cohen, 1998, p.4). In order to supply the exploration stated above, it is also indicated that teachers should be acknowledgeable on the use LLS for different age and gender groups (Şanal & Tosuncuoğlu, 2021). The common ELT departments have been increased in last decades in Turkey (Solak, 2018) and the teachers' role on LLS for learners has also gained popularity within this scope. In response to this, the present study reveals the need to address this gap by examining the use of LLS from the perspective of young learners within their own language learning environments. Furthermore, a key goal here is to train ELT teachers on LLS within the language learning process for young learners.

To accomplish these objectives, first, young learners and ELT teachers were examined on current knowledge; second, with the help of a training program, teachers were informed about the issue and the key points of LLS for young learners. Then, those teachers have been going on with their teaching procedure in the classroom environment for their young students. Finally, and again, the use of LLS was asked of young learners via a *performance-based questionnaire* which was designed for the present study.

Theoretical Framework

In the 1970s, individual differences emerged as a key response to the question of what makes a good language learner, gaining increasing attention from researchers and educators. Beyond various classifications and key terms associated with the umbrella concept “individual differences,” discussion on LLS began to shift towards student-centered teaching experiences in the 1980s. During this period, Altman (1980) first introduced this term as relating to individual differences. It was subsequently clarified by Tarone (1983) as an “attempt to develop linguistic and sociolinguistic competence in the target language” (p. 87).

However, over time, LLS came to be regarded as a key attribute of successful language learners, recognized as an important learner activity that enriches the language learning process independently (Cohen, 1990; O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 1991). In the 1990s, language learning strategies were further conceptualized as techniques or components of approaches designed to facilitate the acquisition of a new language more easily and effectively (Cohen, 1996; Ellis, 1997).

In the modern era, accordingly, as referring to all the related literature, the use of LLS has been discussed as one of the significant issues for the autonomous, independent, and lifelong learning process (Djalilova, 2023; Griffiths & Parr, 2001; Hardan, 2013; Kölemen, 2021; Lee, 2023; Pawlak, 2021; Quinto & Cacanindin, 2024). Learners could also improve their academic career via the improvement of LLS (Demirel, 2012), and they might use LLS during their whole learning process in terms of language acquisition. It is a common acceptance that all language learners use some different strategies in different varieties, frequencies, and contexts; and because of the main differences between adults and young learners, much more research is needed to understand the young learners' success or handicaps on the issue.

Categorizations of LLS

Studies aimed at defining LLS have led to the creation of various categorizations, with different taxonomies developed in the literature. Initially, Rubin (1987) proposed two primary sections as *direct* and *indirect* strategies. Subsequently, O'Malley and Chamot (1990) introduced another categorization, stating the significance of "cognitive" and "socio-affective" skills for language learners. According to their taxonomy, LLS was classified into three main categories: "meta-cognitive strategies", "cognitive strategies" and "socio-affective strategies" (O'Malley & Chamot, 1990).

Among all the categorizations, the one developed by Oxford (1990) is widely regarded as the most accepted and appreciated. In this model, strategies are grouped under two primary headings: "direct" and "indirect" strategies. As it is stated by Oxford, direct strategies include "memory," "cognitive," and "compensation strategies," while indirect strategies encompass "meta-cognitive," "affective," and "social strategies." Oxford emphasized that language learning strategies should be observable, conscious, problem-oriented, functional, and flexible (Oxford, 1990, pp. 9-14).

However, LLSs have been discussed in many different perspectives such as individual differences, gender, age and academic career of the learners in Turkish context (Demirekin & Yalçın, 2023). Nearly all studies in the core of these taxonomies were based on LLS for adults, and considering the differences between adults and young learners in terms of learning abilities and skills, some new taxonomies have needed to be developed by researchers in this developing area. Within this scope, in the related literature, it is seen that Gürsoy (2004) aimed to promote a new LLS taxonomy for young learners; in her original taxonomy, as for direct strategies, Gürsoy (2004) defined 'Creating connections between meanings and sounds' in memory strategies, 'doing practice tests' in cognitive strategies and 'ignoring unknown vocabulary' in direct strategies for young learners. For indirect strategies, Gürsoy (2004) stated the new strategies as 'Building Background Knowledge,' 'Seeking Assistance from Proficient Users,' 'Asking for Proficient Help,' 'Developing Comprehension,' 'Self-checking Comprehension' and 'Facilitating Pronunciation'. All new sub-titles were de-

fined to improve young learners' meta-cognitive abilities on LLS. For social strategies, also, Gürsoy (2004) stated new strategies including 'Interacting with Others,' 'Playing Games,' 'Having Fun with the New Language' and 'Asking more Knowledgeable Persons to Question Oneself'. Thanks to Gürsoy's (2004) contributions, specific language learning strategies can be seen for young learners, and these are mainly referred to in this current study to make LLS usage of young learners clear.

Methodology

Research design

In present research, mixed-method research design is mainly preferred to reach the aims mentioned above, as using qualitative and quantitative research methods together. For this study, more specifically, *experimental design* is preferred since it has "procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants" (Creswell, 2007, p.21). In the quantitative research design determined as an experimental design does not a control group (Kuhn, 2001); it means that this study is designed as an experimental design without a control group. It is thought that the research aims and main arguments of the present study could be statistically analyzed via the stated research design here. In this respect, this study has only one group: English language teachers who have received a training program on LLS and 6th grade students involved in English courses specifically enhanced with LLS.

Universe and sample

Eight ELT teachers and 6th grade learners in those teachers' classrooms in Erzincan city in Turkey were determined as a sample of the present research. Three state elementary schools were selected via the "convenience sampling method" in which participants are determined as referring to the availability and willingness for academic research (Saumure & Given, 2008). The selection of the grade level for the sample group was guided by several key considerations: students' cognitive development, levels of functional literacy, capacity for abstract thinking, and suitability for the employed data collection methods. A fundamental prerequisite for the effective use of learning strategies is the development of abstract reasoning skills, which are known to mature significantly after the age of 11. According to Piaget (1952), this developmental milestone marks the beginning of the formal operational stage, during which learners acquire the ability to comprehend abstract concepts and metacognitive constructs with increasing sophistication. More briefly, 6th grade was focused here since they were in the group of *young learners*, and their cognitive development is in the formal operation stage according to Piaget's (1952) developmental stages.

Furthermore, conducting data collection with participants in early childhood or early adolescence can present methodological challenges in academic research, particularly due to the variability in emotional states and the potential impact on the validity and reliability of the data. In contrast, learners aged 11 and above, having typically entered the formal operational stage, are regarded as more cognitively and emotionally equipped to provide consistent and meaningful data in research contexts. Additionally, it is believed that to collect reliable data from children, 6th grade can be suitable for an academic study since older children can have lower anxiety thanks to their cognitive and affective progress (Gürkan & Gökçe, 1999).

In light of these considerations, 6th graders were deemed both developmentally capable of employing language learning strategies and appropriate as participants in an academic study. Accordingly, they were selected as the sample group, and the study included a total of 182 students drawn from eight different classes. Statistical data on the participants are figured in Table 1 and Table 2.

Table 1. Teachers' Demographic Features

Teachers	Gender	Age	Teaching Experiences
T1	Female	29	8 years
T2	Female	26	3 years
T3	Female	27	3 years
T4	Female	30	8 years
T5	Female	27	4 years
T6	Female	28	6 years
T7	Female	41	20 years
T8	Female	31	9 years
Total: 8 T	8 Female	Range: 26-41	Range: 3-20 years
		Mean: 29.87	Mean: 7.62

In Table 1, the main demographic features of the teachers were stated for each one of them. It was seen above that there were totally 8 ELT teachers as participants; additionally, all of them were female and their mean age was 29.87; also their mean teaching experience was seen as 7.62 years.

Table 2 .6th Graders in the Research

Classroom	Number of Students	Gender
C1	22	“12 M 10 F”
C2	21	“8 M 13 F”
C3	18	“10 M 8 F”
C4	21	“11 M 10 F”
C5	23	“13 M 10 F”
C6	27	“13 M 14 F”
C7	24	“11 M 13 F”
C8	26	“17 M 9 F”
Total: 8 Classrooms	182	95 Male 87 Female
Mean: 22.75		Mean: 52. 2% Male 47.8% Female

In Table 2, it was seen that there were 182 students in three elementary state schools in Erzin-
can, 95 male and 87 female. There are about 22 learners in each classroom.

Data collection instruments

The current study used a “performance-based questionnaire” purposefully designed for present research to gather data from 6th-grade students before and after the teacher training program. Meanwhile, the qualitative data was supported by observations, semi-structured interviews, and journals. The process on designing and using observation forms, semi-structured interviews, journals and questionnaire is declared under the sub-titles one by one below.

Given the dual focus of this study—young learners and their teachers—the instruments were selected with consideration for both groups. One of the most crucial issues for academic studies on young learners is thought as data collection instrument since collecting reliable and valid data from young learners can be handicapped because of the young ages of participants. Within this perspective, in this study, performance-based tasks have been indicated as the most suitable way to design a questionnaire for the 6th graders. For the young learners, a performance-based questionnaire, “Performance-based Inventory for Children’s Language Learning Strategies” (PICLLS), was designed to collect data. Regarding the participant

teachers, a semi-structured interview was used to collect data both prior to and following the research. To assess the teachers' professional progress, journal-keeping was also utilized as a data-collection instrument.

Questionnaire design steps in the study

During the design of the Performance-Based Language Learning Strategies Questionnaire for Children, the initial step involved a comprehensive review of the relevant literature to generate questionnaire items, followed by consultation with field experts. The performance-based data collection technique was deliberately chosen for this study. In line with the questionnaire format, 20 different activities were designed for the students based on the identified questionnaire items. Each activity was aligned with specific language learning strategies. The 6th grade students were asked to complete the activities, which were presented in the form of worksheets. To prevent students from experiencing anxiety, they were not informed that the activities would be evaluated as part of a questionnaire or graded in any way. The worksheet, consisting of 20 activities corresponding to 57 questionnaire items, was piloted with 73 6th grade students who did not participate in the main study. The activities completed by the students were individually assessed by the researcher in terms of each language learning strategy. The researcher then marked each item on the questionnaire as "Yes" for fully completed activities, "Sometimes" for partially completed ones, and "No" for those left incomplete.

The questionnaire, structured as a three-point Likert scale, was analyzed using SPSS 21.0 following the pilot implementation, and a factor analysis was conducted. After the initial factor analysis, 22 items were removed from the questionnaire, and a second factor analysis was carried out. As a result of this analysis, three additional items were found to lack significant association with any factor. Consequently, 32 items were finalized for use in the study, and there were 20 different activities which were based on those items in the performance-based questionnaire. Finally, following the pilot study, the PICLLS was used as the data collection instrument in the present study.

LLS examined in the present study

The primary goal of this research is to explore the development of awareness regarding LLS in both ELT teachers and 6th-grade students. However, it is neither feasible nor realistic to examine all existing LLS taxonomies, as these include numerous strategies and subcategories, many of which are not observable in young learners, particularly 6th graders. Therefore, based on fundamental criteria—such as the age, cognitive, and social development of the 6th graders, their learning needs, the awareness of ELT teachers, and the commonly recognized LLS strategies in the literature—certain language learning strategies were purposefully selected. These strategies were primarily drawn from Oxford's (1990) LLS taxonomy, as more

common, useful, and widely applicable than the other taxonomies. Additionally, some specific strategies for young learners, as proposed by Gürsoy (2004), were included, based on the aforementioned criteria. Consequently, in the subsequent sections of this study, the term “LLS” will refer exclusively to the selected strategies, rather than encompassing all possible language learning strategies. The selected LLS are stated in Table 3 below.

Table 3. LLS Examined in the Present Study

Strategies	Sub-categories	Sub-dimensions
Direct Strategies	“Memory Strategies”	“Creating mental linkages”
		“Applying images/sounds”
	“Cognitive Strategies”	“Practicing”
		“Receiving and sending messages”
		“Creating structure for input/output”
		“Compensation Strategies” “Guessing intelligently”
		“Limitations in speaking/writing”
Indirect Strategies	“Meta-cognitive Strategies”	“Arranging and planning your learning”
	“Affective Strategies”	“Lowering your anxiety”
	“Social Strategies”	“Cooperating with others”
Strategies (Gürsoy, 2004)	Sub-categories	Sub-dimensions
Direct Strategies	“Cognitive Strategies”	“Doing practice tests”
		“Using native language sources”
Indirect Strategies	“Social Strategies”	“Interacting with others”
		“Playing games”

Data analysis methods

In the present study, the specifically designed questionnaire was used to gather data on 6th-graders. The factor analysis is used to develop the inventory, and the results are analyzed via SPSS 21.0. The reliability and internal consistency of the inventory are utilized in Cronbach's Alpha. In this study, on the other hand, the qualitative data is collected using observation, semi-structured interview, and journals. It is known that a number of steps are required for qualitative data analysis, such as transcription, coding, and description of data (Gass & Mackey, 2000), and in the present study, the data is analyzed one by one using the main steps transcribed interviews, coding the data, and described the main codes. Furthermore, two experts in the ELT and Educational Sciences Department were consulted in order to lessen various interpretations and to minimize the researcher's bias. The results and findings of the study are discussed in the following section.

Ethical Approval: Ethics committee approval was obtained for this study from Erzincan Governorship Scientific Research Board, Scientific Research and Publication Ethics Committee, with its decision dated 21/10/16 and numbered 80288700-302.08.01/2685.

Findings and Discussion

In the current research, the pre-test/post-test experimental research principles were preferred as the main case; therefore, the pre-test/post-test data was separately collected from two different groups of participants (the teachers and the learners) via different data collection instruments that have been defined above. Both the pre-test and post-test data findings of the study are discussed one by one below.

The pre-test and post-result results of semi-structured interviews for ELT teachers

The semi-structured interview questions were designed to explore the ELT teachers' perspectives on language teaching and their current position on LLS. The interview questions were organized into two main categories: Language Teaching Process and Teachers' Knowledge of LLS. To assess the effects of the teacher training program, the same set of questions was administered twice: once before and once after the in-service teacher training program. During the data analysis, the participating ELT teachers were anonymized and assigned codes (T1, T2, etc.) to ensure confidentiality. The responses from the participants were categorized under the two main headings of the semi-structured interview. The codes, along with the pre-test results, are presented in Figures 1 and 2 below.

THE PRE-TEST RESULTS	THE POST-TEST RESULTS
Teaching English Effectively •T1 T2 T3 T4 T5 T6 T7 T8	Teaching English Effectively •T1 T2 T3 T4 T5 T6 T7 T8
Using just course book •T1 T2 T5 T6 T7 T8	Using just course book • T5 T8
GTM- based courses •T1 T3 T7 T8	GTM- based courses •T1 T7 T8
Lack of different material design •T1 T2 T3 T4 T5 T6 T7 T8	Lack of different material design •T1 T8
Current curriculum for the 6th graders • T2 T3 T6 T7	Current curriculum for the 6th graders •T1 T2 T3 T4 T5 T6 T7 T8

Figure 1. The Codes on the Pre-test/Post-test Results

In Figure 1, it was seen that all participants were aware of teaching English effectively; accordingly, during both the pre-test and post-test data collection procedures; they stated that they have been struggling to teach a foreign language to their young students. Teachers' thoughts and attitudes on language teaching may be stated as one of the keystones for an effective teaching and learning process since teachers can affect learners' learning experiences (Bitler, Corcoran, Domina, & Penner, 2021; Djalilova, 2023; Freeman & Richards, 1993; Johnson, 2017; Kane & Staiger, 2008; Lee, 2024; Rockoff, 2004). Accordingly, Zheng (2015) suggested teachers' beliefs on 'what language is, how it is learned, and how it should be taught' lead to different practices for learners.

However, it was found in the study that six of the teachers—T1, T2, T5, T6, T7, and T8—primarily relied on main course books as the basic teaching tool at the beginning of the study. In contrast, T3 and T4 attempted to design more engaging materials for their students. This tendency suggests that teachers who did not create their own materials for the courses believed that developing new and different activities would be time-consuming and unaffordable within the teaching process. It is noteworthy that, despite pre-service teachers receiving specific training in material design during their undergraduate studies and acquiring the knowledge and skills necessary to create creative materials, they often do not apply these skills in their professional careers after graduation (Dere, 2019).

However, by the end of the study, the participants had shifted their perspective on exclusively using course books as the primary source. Six of the participants expressed that they could now develop a variety of activities. Additionally, half of the participant teachers indicated that they predominantly used the Grammar-Translation Method. Another key finding was all participants reported facing challenges on material design in pre-test results. After complet-

ing the LLS-based training program, however, they collectively gained a new perspective on material design. Six of the participants stated they could now create new and original materials. In this study, the questions about LLS knowledge of the participants were coded, and the pre-test /post-test results on *LLS Knowledge* were given in Figure 2.

THE PRE-TEST RESULTS	THE POST-TEST RESULTS
Having knowledge about individual differences • T4	Having knowledge about individual differences • T1 T2 T3 T4 T5 T6 T7 T8
Having knowledge about LLS • T4	Having knowledge about LLS • T1 T2 T3 T4 T5 T6 T7 T8
Believing the use of grouping strategies by young learners • T1 T2 T3 T4 T5 T6 T7	Believing the use of grouping strategies by young learners • T1 T2 T3 T4 T5 T6 T7
Believing the use of summarizing strategies by young learners • T3 T4 T5 T6 T7	Believing the use of summarizing strategies by young learners • T1 T2 T3 T5
Believing the use of highlighting and taking notes strategies by young learners • T1 T3 T4 T5 T6 T7	Believing the use of highlighting and taking notes strategies by young learners • T1 T2 T3 T4 T6 T7
Believing the use of social strategies by young learners • T4 T5 T6 T7	Believing the use of social strategies by young learners • T1 T2 T3 T4 T5 T6 T7
Believing the use of getting the idea strategies quickly by young learners • T1 T3 T4 T6	Believing the use of getting the idea strategies quickly by young learners • T1 T2 T3 T4 T5 T6 T7
Believing to design LLS-based courses and activities • T4	Believing to design LLS-based courses and activities • T1 T2 T3 T4 T5 T6 T7 T8
Being aware of their own LLS preferences • T4	Being aware of their own LLS preferences • T1 T2 T3 T4 T6 T7 T8

Figure 2. The Codes of the Pre-test / Post-test Results for LSS Knowledge

As a result of the codes given above, as for the pre-test results, it was seen that only T4 has knowledge on “individual differences” and *LLS* in the language learning process. Additionally, seven teachers thought that the 6th graders might use a “grouping strategy”; yet, five of them believed the students in that grade could not use a “summarizing strategy” properly. Furthermore, four participants indicated that “social strategies” could be used by the learners; and lastly, only T4 stated that she could design some activities which have been based on *LLS*. However, it was realized that T8 had some negative beliefs on the use of *LLS* in classrooms and she was also reluctant to use modern teaching techniques.

In the present study, the results in the pre-test indicated that the use of LLS for young learners was perceived as an innovation by the participants, as they lacked sufficient knowledge on the importance of LLS. However, following the completion of the three-week teacher training program, the post-test results revealed a significant shift in the perspectives and knowledge of the participating ELT teachers, as evidenced by the codes assigned in the post-test, compared to the pre-test data.

As numerous studies in the literature have emphasized, both language learners and educators need to enhance their LLS to achieve success in the language learning process (Kölemen, 2021). The data from this study showed substantial development among the ELT teachers in terms of their understanding of “individual differences” (the first code) and the “use of LLS” (the second code). This finding aligns with previous research (Borg, 2001; Farrell & Lim, 2005; Flowerdew & Peacock, 2001), which suggested that teachers’ own language learning experiences and beliefs could influence their teaching methods. Also, in the related literature, it was seen in their study about the use of LLS for young adults during Turkish language teaching for foreigners that Alyılmaz and Şengül (2017) stated the positive effects of enhancing teaching environment via LLS for all learners as referring the participants’ positive attitudes on effective and much more enjoyable learning tasks which were based on LLS. Consequently, it was concluded that the training program played a pivotal role in improving the ELT teachers’ knowledge of LLS, and they were effectively trained through the program. Finally, a significant improvement was observed in the final code, which pertained to the design of LLS-based activities and courses. This indicated the effectiveness of the training program in providing knowledge on the design of LLS-based courses and activities. By the end of the study, all of the teachers reported that they were capable of designing teaching environments via LLS and enhancing their teaching materials. In conclusion, it is said that the teacher training program reflected, both theoretically and practically, a positive impact on the ELT teachers.

The results of observation and teachers’ journals

In the current study, both participant groups—ELT teachers and 6th graders—were observed over a period of five weeks. Using two distinct observation checklists, all participants were systematically observed, allowing for effective analysis of the collected data. At the end, it was observed that all participants in the ELT teacher group showed improvement in terms of LLS-based activities and course planning. It was found that the ELT teachers enhanced their existing knowledge on LLS and began designing activities aimed at fostering their students’ language learning strategies.

For the students, by the end of the observation period, it was seen that they were able to complete some activities designed with LLS; however, they faced challenges in applying LLS to their own language learning processes. The analysis of the observations revealed that the participant students were able to use strategies such as “grouping,” “semantic mapping,” “quickly grasping the main idea,” and “playing games” in language-based activities. However, many students encountered difficulties in employing strategies such as “summarizing,” “note-taking,” “highlighting,” “practicing naturally,” and “using linguistic clues.” In summary, it was found that the 6th graders were able to foster language learning with the support of the trained teachers.

Furthermore, the teachers were required to keep a journal on their ideas and progress on a weekly basis throughout the study. At the end of the process, the journals were collected, and the data were coded using qualitative data analysis methods. Based on the codes, it was observed that none of the participants had prior knowledge of the significance of LLS in the language learning environment. Additionally, they were unable to design courses incorporating diverse LLS-based activities at the beginning of the study. However, after eight weeks, they reported feeling knowledgeable about the use of LLS. Ultimately, they recognized the necessity of LLS for young learners and indicated that they had actively sought to enhance the use of LLS in their own classrooms.

The results of the questionnaire (PICLLS)

As another participant group of this study, the 6th graders in secondary state schools were also observed, and to collect data, the 6th graders were asked twice as before and after the teacher training program via the performance-based questionnaire. After piloting, the questionnaire was applied with the participants of the study and 182 students were asked via the ‘PICLLS’. The pre-test and post-test data were analyzed via the SPSS 21.0 packet program, and the results were given in Table 4 below.

Table 4. The Comparison of the Pre/post test Data of PICLLS

Kolmogorov Smirnov Test			
Groups	Dimensions	Score Type	P
	Metacognitive strategies	Pre-test	.000
		Post-test	.000
	Compensation strategies	Pre-test	.000
		Posttest	.000
	Cognitive strategies	Pre-test	.000
		Post-test	.000
	Affective strategies	Pre-test	.000
		Post-test	.000
	Social Strategies	Pre-test	.000
		Post-test	.000
	Total	Pre-test	.000
		Post-test	.000
	Activities	Pre-test	.000
		Post-test	.000

In Table 4, there was no normal distribution ($p < .05$), the results of the Kolmogorov Smirnow test indicated that it was not enough to interpret the findings of the study, and the *Wilcoxon Signed Ranks Test* was used to analyze the difference between the pre-post test data and the results were given in Table 5.

Table 5. The Results of Wilcoxon Signed Ranks Test

Dimensions	Pre-Post-test	N	Rank Mean	Total Rank	Z	p
Metacognitive strategies	Negative Rank	1	16.00	16.00	-3.551	.000
	Positive Rank	20	10.75	215.00		
	Equal	161				
Compensation strategies	Negative Rank	0	.00	.00	-3.852	.000
	Positive Rank	18	9.50	171.00		
	Equal	164				
Cognitive strategies	Negative Rank	5	4.90	24.50	-.250	.803
	Positive Rank	4	5.13	20.50		
	Equal	173				
Affective strategies	Negative Rank	11	9.95	109.50	-1.108	.268
	Positive Rank	7	8.79	61.50		
	Equal	164				
Social Strategies	Negative Rank	0	.00	.00	-4.445	.000
	Positive Rank	25	13.00	325.00		
	Equal	157				
Total	Negative Rank	12	22.67	272.00	-5.889	.000
	Positive Rank	59	38.71	2284.00		
	Equal	111				
Activities	Negative Rank	1	37.50	37.50	-7.840	.000
	Positive Rank	79	40.54	3202.50		
	Equal	102				

In Table 5, it was seen that there was a mean difference for all dimensions. The post-test scores for “meta-cognitive strategies” were higher ($\bar{X}=12.79$) than pre-test ($\bar{X}=12.64$); for “compensation strategies,” post-test score mean was higher ($\bar{X}=7.58$) than pre-test scores ($\bar{X}=7.42$); for “social strategies,” the post-test results were higher ($\bar{X}=17.31$) than pre-test results (17.07). Accordingly, the general score for post-test was higher ($\bar{X}=55.91$) than the results of the pre-test data ($\bar{X}=55.39$). As for the performance-based part of the questionnaire, it was seen that the post-test data score was higher than ($\bar{X}=25.51$) the pre-test results ($\bar{X}=24.51$).

After the in-service teacher training program on LLS, it was understood that the 6th graders could complete some tasks on “grouping,” “semantic mapping,” and “highlighting and taking notes” activities. Similarly, successful language learners often employ cognitive strategies, such as guessing meaning from context and taking notes (Şire, 1999). However, in his study about the LLS preferences of teenagers in high schools, Kılavuz (2019) found that the learners mainly preferred cognitive and affective strategies during their own foreign language learning process in Turkey. Additionally, it was concluded that they could use more “social strategies.” As opposed to the results of this study that social strategies were seen as the least preferred strategies by young learners (Gunning, 2011; Lan & Oxford, 2003), however, cognitive strategies were the most frequently preferred strategies by this group of learners (Sugeng, 1997).

However, in this study, it was found that the 6th graders’ preferences for LLS did not significantly improve in terms of indirect strategies, namely affective and meta-cognitive strategies. This outcome might be attributed to the fact that these strategies could not be effectively developed within the confines of the classroom environment, making it impossible to enhance indirect strategies by the end of the study. Similarly, existing literature suggests that successful students tend to use meta-cognitive strategies, such as planning their learning (Gürsoy, 2004), self-correction, practicing, and self-evaluation. In her study about designing an inventory for children’s language learning strategies, Gürsoy (2013) stated that the names and categories of LLS should be different for young learners and the new strategies “playing games,” “doing practice tests,” “using native language sources,” and “interacting with others” could be suggested for children; as a similar finding of this study, it was seen that language learning strategies can be improved in some different perspectives for children via suitable teaching techniques.

In conclusion, it was indicated that the teacher training program had a positive effect on young learners in terms of improving direct strategies in the classroom. However, the program did not effectively inform or encourage students on indirect strategies. In summary, as stated by Gürsoy (2004), young learners could develop LLS preferences if they were adequately informed about the strategies. In a similar vein, Aykaç (2010) highlights that LLS have a positive impact on 6th graders’ speaking and listening skills, and if LLS use is

enhanced, young learners can achieve greater success in these language skills. Accordingly, it is stated that LLS can be improved for young learners, and such development positively influences their English learning experience within the classroom.

Conclusion and Suggestions

In the present study, a specific in-service teacher training program was designed to investigate the effects of LLS on young students. The findings of the applied program were discussed through various data collection instruments for both ELT teachers and 6th-grade students. The study posited that LLS could be enhanced for young learners by training their teachers, as it is well-established that even primary school students can adopt LLS, such as “using dictionaries,” “cooperating with others,” and “reviewing material effectively” while learning a language (Mahalingam & Yunus, 2016). Given that ELT teachers play a crucial role in influencing various internal factors, such as *anxiety*, *motivation*, and *LLS preferences* (Nosratinia & Zaker, 2017), LLS training was regarded as a key concept for ELT teachers in their teaching environment. It is also known that the pedagogical knowledge and perspectives of ELT teachers should also be improved thanks to higher education and in-service training (Kır, 2011). The study’s conclusions are discussed in terms of the improvements observed across all participant groups.

First, the ELT teachers were asked about their LLS knowledge, and it was found that though all of the teachers had taken a course on LLS during their undergraduate studies, they could not recall the term. At the end of the study, since the teachers’ beliefs and attitudes towards the use LLS in language learning process have a crucial role (Şanal & Tosuncuoğlu, 2021), the results of the teacher training program revealed a meaningful improvement for LLS preferences of young learners. In modern era, however, the teachers’ views and beliefs have been seen as significant in both face-to-face and online/distance education (Quinto & Cacanindin, 2024) and it is thought that the use of LLSs in two different environment has been directly related with the teachers’ current position on teaching process. As a result, they were unable to adequately observe young learners’ LLS preferences in order to improve them in this area. After the in-service teacher training program, however, it was concluded that the teachers were able to design their own activities aimed at improving the 6th graders’ use of LLS.

Second, after teacher training, the 6th grade students were observed in the classroom environment, and they were also asked about their LLS preferences via the “PICLLS” questionnaire. The results indicated that the 6th graders’ LLS usage could be improved in terms of *grouping*, *semantic mapping*, and *highlighting* strategies. However, no improvement was observed on indirect strategies for young ones. This finding suggests that the preference for direct strategies among the 6th graders could be attributed to factors such as their cognitive development, language proficiency, and cultural background. Similarly, Vertaç (1995) noted that young learners tend to prefer using cognitive strategies in their learning, and these can be

further developed. In the related literature, on the other hand, the positive influence of LLSs on learners' language learning and academic success has been declared by referring the effects of direct and meta-cognitive strategies (Ceylan, 2022), and improving learners' strategy use has been pointed in the present study. In the current study, focusing on the significance of LLS for young learners, the use of observable language learning strategies was promoted, as awareness of LLS may provide a new perspective on language teaching for young learners (Tiing, Phui, Sieng, Niek, Wen, Devi & Hashim, 2021). Therefore, it was concluded that ELT teachers should be aware of learners' LLS preferences during language learning in order to support and enhance their development (Balci, 2017). With teacher guidance, the 6th-graders LLS preferences were facilitated. Ultimately, following the training program, the ELT teachers in this study showed improvements in enhancing the 6thgraders' use of LLS and became aware of the significance of LLS for young language learners by the end of the study.

Overall, as for the contribution of the present research in the related fields, the findings of this study offer a distinctive and original contribution to both in-service ELT teachers and young learners by highlighting the active integration of LLS in the teaching and learning process within the Turkish educational context. The results underscore the potential of the study to inform the development of targeted in-service teacher training programs that emphasize strategy instruction, and to guide the creation of pedagogically sound, strategy-oriented classroom activities tailored to the cognitive and affective needs of young learners. In this respect, the current research not only provides a practical framework for enhancing instructional practices but also enriches the existing body of literature on LLS use and preferences among young learners—an area of growing scholarly interest in contemporary language education.

As for suggestions for further studies, it can be recommended that the sample size be increased and different groups of young learners be examined regarding their use of LLS. Furthermore, Demirekin and Yalçın (2023) suggested in the systematic analysis study about LLS in Turkey that there is a need to design much more meta-analysis research on LL to state the key term in different contexts in Turkey, and similarly, as a suggestion of this study, meta-analysis might be used as a research design for further studies. Additionally, the scope of language learning strategies could be expanded by incorporating other strategies for young learners. Furthermore, the data collection instruments could be diversified for future studies. Lastly, the taxonomies and classifications used in this study could be modified, and alternative taxonomies may be employed to design new and diverse teacher training programs focused on the use of LLS for young learners.

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Çocukların Dil Öğrenme Stratejileri Kullanımı üzerine İlköğretim İngilizce Öğretmenlerinin Eğitimi: Önerilen Bir Hizmet-içi Eğitimi Programı

Genişletilmiş Özet

Giriş

Modern dünyanın bir gereksinimi olan yabancı dil eğitimi, tüm dünyada olduğu gibi ülkemizde de her geçen gün önemi artan bir araştırma konusudur. Yabancı dil eğitimi üzerine yürütülen çalışmalar, yaş faktörünün önemine vurgu yaparak, erken yaşlarda edinilen dil becerilerinin daha kalıcı ve etkin olduğunu göstermiştir (Cameron, 2001; Gass ve McKay, 2000; Kuhn, 2001; Piaget, 1952). Bu bağlamda, erken yaşlarda başlanan yabancı dil eğitiminin, öğrencilerin akademik kariyerlerinde ve bireysel gelişimlerinde önemli bir rol oynadığı düşünülmektedir. Öte yandan, yabancı dil öğretimi bireysel farklılıklar göz önüne alınarak sunulduğunda, tüm öğrenenler için daha verimli sonuçlar alınacağı düşünülmektedir. (Cohen, 1990). Bireysel farklılıklar ise, yaş, cinsiyet, motivasyon, öğrenme stilleri, dil öğrenme stratejileri ve demografik özellikler gibi bir çok farklı alt başlık altında incelenebilir ve her bir boyut erken çocukluk dönemindeki yabancı dil eğitiminin verimliliğini arttırmak üzere incelenmelidir. Erken yaşta yabancı dil eğitiminin geliştirilmesi üzerine yapılan alan yazın incelemesinde, Türkiye’de, dil öğrenme stratejilerinin çocukluk döneminde etkinliğini artırma veya mevcut durumunu tespit etme üzerine yeterli çalışma bulunmadığı gözlenmiştir. Bu nedenle, bu çalışmanın amacı, yabancı dil öğrenme stratejileri üzerine detaylı bir incelemede bulunup, dil öğrenme stratejilerinin çocuklar üzerindeki etkilerini gözlemleyerek yabancı dil eğitime yeni bir boyut kazandırmaktır. Çalışma kapsamında, ilgili alan yazın incelenmiş ve dil öğrenme stratejilerinin çoğunlukla yetişkinler veya genç yetişkinler üzerinde çalışıldığı görülmüş olup, çocukların yabancı dil öğrenme stratejilerini desteklemek adına öncelikle eğitimcilerin bilinçlendirilerek küçük yaştaki öğrencilere bu kavram doğrultusunda destek olunması amaçlanmıştır. Bu noktada tespit edilen durum dolayısıyla, öğrencilerin yabancı dil öğrenme stratejilerinin geliştirilmesi ancak öğretmenlerin de bu alanda bilinçlendirilmesi ile etkili sonuç verecektir. Bu doğrultuda, orta öğretimde görev alan İngilizce öğretmenleri için dil öğrenme stratejileri konusunda bir hizmet-içi eğitim programı hazırlanmış ve ardından programa katılan öğretmenlerin, kendi sınıflarında yabancı dil eğitimlerini dil öğrenme stratejilerini geliştirerek sunmaları hedeflenmiştir. Yabancı dil öğrenme stratejilerini geliştirmek adına, öğretmenlerin hizmet-içi eğitim boyunca edindikleri teorik ve pratik bilgilerin sınıf ortamına aktarılması desteklenmiştir. Ardından yürütülen hizmet-içi eğitim programının hedefe ne oranda ulaştığı ve ayrıca dil öğrenme stratejilerini geliştiren öğrencil-

erin yabancı dil edinimi boyunca ne gibi deneyimler yaşadığı belirlenmiştir. Çalışma esnasında, öğretmenlerden ve öğrencilerden toplanan tüm veriler nitel ve nicel araştırma yöntemleri kullanılarak değerlendirilmiş ve çalışma bulgularına ulaşılmıştır. Elde edilen bulgular, ilgili alan yazındaki çalışmalarla karşılaştırılarak ve ayrıca araştırma sorularıyla bağlantı kurularak değerlendirilmiştir.

Yöntem

Araştırma yöntemi olarak karma yöntem bu çalışmanın amaçlarına uygun görülmüştür. Araştırmanın evren ve örneklemini, Türkiye’de XXX şehrinde görev alan ve üç farklı ortadokuldan rastgele belirlenmiş 8 İngilizce öğretmeni ve bu öğretmenlerin İngilizce dersi yürüttüğü 8 farklı 6. sınıftaki öğrenciler olarak belirlenmiştir. Örneklem grubu için sınıf seviyesinin belirlenmesindeki temel unsurlar şu şekildedir: öğrencilerin bilişsel gelişimleri, etkin okur yazar olma düzeyleri, soyut düşünme becerisi ve veri toplama yöntemlerine uygunluk. Öncelikle öğrencilerin strateji kullanabilmesi için soyut düşünme becerilerinin gelişmiş olması gerekmekte olup, bu becerinin 11 yaş sonrası etkin olarak gelişim gösterdiği bilinmektedir. Piaget’e (1952) göre, 11 yaş sonrası soyut işlem dönemi olarak adlandırılmaktadır ve öğrenciler bu dönemden sonra bir takım mecazi kavramları ve üst-bilişsel unsurları etkin şekilde kavrayabilmekte ve kullanmaktadır. Diğer yandan, erken çocukluk ve ergenlik dönemlerinde veri toplamak, akademik çalışmalarda bir takım sorunlara neden olabilmekte ve değişken duygu durumları nedeniyle küçük yaşlardaki çocuklardan veri toplamak, geçerlilik ve güvenilirlik açısından eksik kalabilmektedir. Ancak soyut işlem dönemine ulaşmış 11 yaş ve üzeri öğrencilerden veri toplamak, akademik bir çalışma açısından daha güvenilir görülmüştür. Bu temel nedenlerle, çalışmada 6.sınıf öğrencileri yaşları itibarıyla dil öğrenme stratejilerini kullanabilecek ve akademik bir çalışmada katılımcı olabilecek düzeyde görülmüştür. Bu kriterler baz alınarak çalışmada 6.sınıf öğrencileri örneklem grubu olarak belirlenmiş ve çalışmaya 8 farklı sınıftan toplam 182 öğrenci katılmıştır.

2016-2017 eğitim-öğretim yılı güz yarıyılında gerçekleştirilen çalışmada, evren ve örneklem grupları için Milli Eğitim Bakanlığı’na bağlı devlet okulları tercih edilmiştir. Gönüllülük esasına göre çalışmaya destek veren katılımcılar, belirlenen tüm aşamaları uygun şekilde tamamlamıştır. Karma yöntem kapsamında, nitel veriler; yarı-yapılandırılmış görüşme formu, gözlem formu ve öğretmenlerden istenen günlükler ile toplanmış, nicel veriler ise; bu çalışma için geliştirilen çocuklara yönelik bir performans-dayalı anket formu ile toplanmıştır. Çocuklar için performans-dayalı dil öğrenme stratejileri anketi oluşturulurken, öncelikle ilgili alan yazın taranarak anket maddeleri oluşturulmuş, ardından uzman görüşüne başvurulmuştur. Performansa-dayalı anket ile veri toplama tekniği bu çalışma için özellikle tercih edilmiştir ve bu anket formatına uygun olarak belirlenen anket maddeleri için öğrencilere 20 farklı etkinlik hazırlanmıştır. Her bir etkinlik belirli dil öğrenme stratejilerine hitap

etmektedir. Öğrencilerden ise, çalışma kâğıdı olarak sunulan etkinlikleri tamamlamaları istenmiştir. Öğrencilerin herhangi bir kaygı durumu yaşamaması adına, etkinliklerden önce öğrencilere çalışma kâğıdındaki etkinliklerin anket formatında değerlendirileceği veya notlandırma yapılacağına dair bir bilgi verilmemiştir. Belirlenen 57 anket maddesine uygun 20 etkinlikten oluşan çalışma kâğıdı, araştırmada yer almayan 73 farklı 6.sınıf öğrencisine pilot olarak uygulanmış ve öğrencilerin tamamladığı etkinlikler araştırmacı tarafından her bir dil öğrenme stratejisi kapsamında tek tek değerlendirilmiştir, ardından anket formu üzerinde doğru şekilde tamamlanan her bir etkinlik için ‘Evet’, yeteri düzeyde tamamlanmamış etkinlikler için ‘Bazen’ ve hiç tamamlanamayan etkinlik için ‘Hayır’ olarak araştırmacı tarafından işaretlenmiştir. Üçlü Likert tipinde hazırlanan anket formu pilot uygulamanın ardından SPSS 21.0 paket programı ile değerlendirilmiş ve faktör analizi yapılmıştır. Birinci faktör analizinin ardından 22 madde anketten çıkarılmış ve ikinci kez faktör analizi yapılmıştır. Bu analizin ardından 3 maddenin de anlamlı bir ilişki içinde olmadığı tespit edilmiş ve sonuç olarak çalışmada kullanılmak üzere 32 anket maddesi belirlenmiştir. Pilot uygulamanın ardından geliştirilen “Çocuklar için Performansa-Dayalı Dil Öğrenme Stratejileri Anketi”, bu çalışmada veri toplama aracı olarak kullanılmıştır.

Öte yandan, toplanan tüm nitel veriler, nitel veri analizi yöntemlerinden kodlama yöntemi kullanılarak değerlendirilmiş ve oluşturulan kodlar tablolar halinde sunulmuştur. Gözlem formları, günlükler ve görüşmelerdeki veriler, araştırmacı ile birlikte alanda uzman iki farklı eğitimci tarafından da incelenmiş ve araştırmanın yanlılık açısından güvenilir hale gelmesi amaçlanmıştır. Araştırmada çocuklardan veri toplamak için kullanılan anket formu da SPSS 21.0 paket programı ile analiz edilmiş ve bulgular bu sonuçlar ışığında değerlendirilmiştir.

Bulgular ve Tartışma

Çalışma, geliştirilen hizmet-içi eğitim programının uygulanması ve asıl çalışma olarak iki ana kısımdan oluşmaktadır. Araştırma için belirlenen 8 İngilizce öğretmenine bu kapsamda üç hafta süreyle hizmet-içi eğitim verilmiş ve dil öğrenme stratejileri hakkında temel kavramlar sunularak bilgilendirme yapılmıştır; yine eğitim sürecince öğretmenlerin ders planlarında kullanabilecekleri dil öğrenme stratejilerinin pratik olarak sunumuna ilişkin etkinlikler düzenlenmiş ve öğretmenlere etkinlik hazırlama, materyal tasarlama, ders planı oluşturma ve değerlendirme yapma gibi temel hususlarda dil becerilerinin kullanımına dair bilgiler sunulmuştur. Hizmet-içi eğitim programını tamamlayan öğretmenler, ardından kendi eğitim programları içerisinde öğrencilerine ders anlatmaya başlamış ve bu süreçte dil öğrenme stratejilerini de derslerine dahil etmişlerdir. Ardından çalışmanın asıl uygulama kısmı başlatılmıştır. Beş hafta boyunca, hizmet-içi eğitime dahil olan öğretmenlerin ders yürüttüğü 6. sınıflar gözlemlenmiştir. Hizmet-içi eğitim programının etkililiğini ölçebilmek adına, öğrencilerden çalışmanın başında ve beş haftanın sonunda ön-test/son-test verileri toplanmıştır. Bu çalışma-

da geliştirilen performans-dayalı anket (Performance-based Inventory for Children's Language Learning Strategies -PICLLS-) kullanılarak toplanan veriler ve gözlem formlarının sonuçları analiz edilmiştir. Ayrıca, tüm çalışma boyunca öğretmenlerin, öz-değerlendirme süreçlerini desteklemek adına günlük tutmaları teşvik edilmiş ve bu günlükler de çalışma sonunda toplanarak değerlendirilmiştir.

Çalışma sonunda, uygulanan hizmet-içi eğitim programının öğretmenlerin dil öğrenme stratejilerini desteklemesi noktasında olumlu etkileri olduğu görülmüştür. Hizmet-içi eğitim programına katılan tüm öğretmenler, İngilizce derslerinde öğrencilerin dil öğrenme stratejilerini destekleyen etkinlikler ve materyaller hazırlamış ve uygulamıştır. Ders planlarına entegre ettikleri stratejiler ile öğrencilerin dil öğrenme süreçlerine katkı sağlamış ve pek çok öğrencinin farkındalık geliştirmesine yardımcı olmuşlardır. Öte yandan, programdan sonra eğitim sürecinde yer alan katılımcı öğrencilerden toplanan ön-test verilerinde, öğrencilerin dil öğrenme stratejileri ile ilgili bir fardındalığının olmadığı ve kendi stratejilerini keşfedemedikleri, ancak uygulamanın sonunda büyük bir oranda kendi öğrenme stratejilerine yönelik olarak dil becerilerini geliştirdikleri görülmüştür. Çalışmanın önemli bulgularından biri de dil öğrenme stratejileri geliştirilen öğrencilerin motivasyonlarının artması ve İngilizce derslerine yönelik pozitif bir tutum geliştirdiklerinin gözlenmesi olmuştur. Bireysel farklılıklardan biri olan dil öğrenme stratejileri, öğrencilerin İngilizce dersindeki akademik başarısını yükseltmiş ve öğrencilerin tüm dil becerilerinde daha başarılı olmasını sağlamıştır. Özellikle okuma ve yazma etkinliklerinde kullanılan, not tutma, özet oluşturma ve oyunlarla öğrenme gibi stratejilerin 6.sınıf öğrencileri üzerinde olumlu bir etkisinin olduğu sonucuna ulaşılmıştır. Son olarak, eğitim programına dahil olarak kendilerini geliştirme imkanı bulan İngilizce öğretmenlerinin de yürütülen çalışmadan mesleki ve bireysel anlamda fayda sağladığı görülmüştür. Öğretmen günlükleri ve yarı-yapılandırılmış görüşme formları aracılığıyla toplanan verilerde, öğretmenlerin kendilerini derse yönelik etkinlik ve materyal hazırlama konusunda daha yeterli gördüğü ve kendi ders planlarını dil öğrenme stratejilerini kullanarak geliştirdiği tespit edilmiştir. Bu sayede, İngilizce derslerinin verimliliğini arttıran tüm öğretmenlerden uygulama ile ilgili olumlu geri dönütler alınmıştır.

Elde edilen bulgular ilgili alan yazın ile karşılaştırıldığında, çocuklara yönelik özel dil öğrenme stratejilerinin belirlenmesinin ve bu stratejilerin çocukların gelişimlerine destek olmak için kullanılmasının dil öğrenme sürecinde önemli olduğu (Gürsoy, 2004) ve sadece yetişkinler için değil aynı zamanda çocuklar içinde tartışılması ve geliştirilmesi gereken bir konu olarak dil öğrenme stratejilerinin öğretmenlere sunulması gerektiği (Bitler, Corcoran, Domşna ve Penner, 2021) benzer çalışmalarda görülerek bu çalışmanın bulguları desteklenmiştir.

Sonuç ve Öneriler

Bu çalışma, hazırlanan hizmet-içi eğitim programı ile İngilizce öğretmenlerine; uygulanan etkinlikler ve tasarlanan materyaller ile 6.sınıf öğrencilerine, dil öğrenme stratejilerinin yabancı dil edinimi sürecinde sağlayacağı katkıları ve akademik anlamda sergilenecek başarıyı destekleyen bir araştırmadır. Çalışma sonucunda, dil öğrenme stratejilerinin çocukların bilişsel, duyuşsal ve psiko-motor becerileri düşünülerek seçilmesi halinde, öğrencilere öz-yeterlik, öz-farkındalık, bireysel öğrenme, akademik gelişim ve duyuşsal becerilerin desteklenmesi noktasında fayda sağlayacağı görülmüştür. Eğitimli öğretmenler tarafından desteklenen öğrenciler, küçük yaşta olmalarına rağmen kendi dil öğrenme stratejilerini keşfedilmiş ve dil öğrenme süreçlerini destekleyerek İngilizce dersine karşı olumlu tutum geliştirmiştir.

Çalışmanın sonuçlarından yola çıkarak, bundan sonra yürütülecek çalışmaların küçük yaşta yabancı dil öğrenen bireyle dil öğrenme stratejileri noktasında destek sağlamak amacıyla çeşitlendirilmesi önerilmektedir. Çalışmanın örneklem grubu olan 6.sınıf öğrencilerinin yanı sıra gelecek çalışmalarda farklı yaş ve sınıf düzeyindeki çocuklarla çalışmalar yürütülmesi ve dil öğrenme stratejilerinin hangi yaş grubunda ne kadar ve nasıl etkili olduğunun gözlemlenmesi bir diğer araştırma önerisidir. Bu çalışmada uygulanan hizmet-içi eğitim programı da güncel verilerle geliştirilebilir ve daha geniş gruplara uygulanarak öğretmenlerin sürece katkıları daha detaylı olarak tespit edilebilir. Son olarak, gelecek çalışmalarda, dil öğrenme stratejileri üzerine daha geniş çalışmalar yürütülerek, her yaş grubundaki bireylere hitap eden nitelikte yeni stratejiler belirlenerek yabancı dil öğrenme süreçleri desteklenebilir.

