

The Effect of Explicit Instruction of Summarizing Strategy on Students' Summarizing Skills¹

Özetleme Stratejisinin Doğrudan Öğretiminin Öğrencilerin Özetleme Başarısı Üzerindeki Etkisi

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Abstract

Studies on learning strategies showed that explicit strategy instruction may be productive. Summarizing is an important study and academic writing skill that all tertiary level students need. Considering the role and impact of explicit strategy instruction, this mixed-method research study investigated the impact of explicit instruction of summarizing strategy. The quantitative data were collected through a quasi-experimental design by administering an achievement test as a pre and post-test to the control and experimental groups. Split Plot ANOVA test was conducted to test the statistically significant difference between the two groups and it revealed that the mean scores of experimental group who took explicit summarizing instruction were significantly higher than the mean scores of control group who didn't take any instruction. The qualitative data were collected through unstructured interviews conducted with students and they also supported the statistical data. It was concluded that explicit instruction of summarizing strategy had a significantly positive effect on students' summarizing skills.

Key Words: learning strategies, learning styles, summarizing skills, elaboration strategies, strategic students

Öz

Öğrenme stratejileri üzerine yapılan çalışmalar, strateji öğretiminin öğrenciler için faydalı olabileceğini ortaya koymuştur. Özetleme becerisi de tüm üniversite öğrencilerinin ihtiyaç duyduğu önemli bir çalışma ve akademik yazma becerisidir. Stratejilerin doğrudan öğretiminin rolü ve etkisi bilindiği için bu karma yöntem araştırması, özetleme stratejisinin doğrudan öğretiminin etkisini incelemiştir. Araştırmanın nicel verileri yarı-deneysel olarak gerçekleştirilen uygulama sonucunda elde edilmiştir. Bu amaçla geliştirilen başarı testi, deney ve kontrol gruplarına ön test ve son test olarak uygulanmıştır. Her iki grubun ön ve son test sonuçları arasında anlamlı bir fark olup olmadığını sınamak amacıyla Karışık Desenler İçin Varyans Analizi uygulanmıştır. Varyans analizi sonuçlarına göre doğrudan özetleme stratejisi öğretimi alan deney grubunun ortalama puanları, özetleme stratejisi öğretimi almayan kontrol grubunun ortalama puanlarından istatistiksel olarak anlamlı derecede yüksek çıkmıştır. Öğrencilerle gerçekleştirilen yapılandırılmamış görüşmeler ise araştırmanın temel nitel verilerini sağlamış ve deneysel işlemin öğrenciler tarafından yararlı bulunduğunu göstermiştir. Sonuç olarak, gerçekleştirilen deneysel işlemin –özetleme stratejisinin doğrudan öğretiminin- öğrencilerin özetleme becerileri üzerinde anlamlı derecede olumlu etkisinin olduğu bulunmuştur.

Anahtar Sözcükler: Öğrenme stratejileri, öğrenme stilleri, özet yazma becerileri, anlamlandırma stratejileri, stratejik öğrenciler

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Introduction

As Dewey (1998) asserted in his progressive pedagogy a long time ago, there is a strong connection between individuals' actual experiences and education given in a democratic context. Learning occurs as a result of meaningful and personal experiences of individuals resulting in relatively permanent changes in their behaviors (Dewey, 1998; Özden, 2011). These changes take place by means of individuals' interaction with their environment and their experiences. Because these experiences occur in different ways, times and places, they affect the learning ways and conditions of individuals and their future learnings as well. Individuals have their own ways of information processing in certain situations with the effect of cognitive and affective factors. Individuals' own ways of information processing is called "learning style". Learning style is the continuous and consistent characteristic features of individuals in their thoughts, orientations and behaviors. Kolb (1984) who has comprehensive studies on learning styles defines learning style as "individuals' unique ways of information receiving and processing". Literally, learning styles are individuals' relatively permanent and unique behavioral patterns they prefer while perceiving and processing a new kind of information or problem that they encounter and those behavioral patterns do not usually change much according to the type of information or time. Güven (2004) defines learning style as individuals' distinctive and observable behaviors related to their abilities.

Now that learning is to create comparatively permanent changes in individuals' behaviors, learning and teaching settings should then be organized in a way that will help facilitate this aim. When learners' learning styles match with learning-teaching settings and processes, learning becomes more lasting and meaningful (Miller, 2005). Therefore, it is of great importance that learners should be aware of their own learning styles when they face a challenge or they should be taught about using their strengths while information receiving and processing. However, individuals may not always be aware of their learning styles or they may not have been taught about their learning styles. In this respect, along with learning styles, another basic dimension of learning, which is learning to learn becomes prominent. In other words, learners should be taught about learning strategies. For the purposes and scope of this study, the following section will focus on the concept of learning strategies.

Learning Strategies

In education, students are expected to learn a great deal of information at various levels. These information bases are conveyed to students in different learning environments and ways. However, as Reinert (1976) puts it in his vintage article, "when we teach to the middle, we (teachers) miss just about everyone at varying degrees" (p.165) in a conventional classroom and cannot address everyone equally and properly because learners all have different learning orientations or they may be in different affective situations and be in different levels of concentration. For these reasons, learners

should be aware of their own conscious and know in which conditions they learn best. They should also know which strategies and tactics help them best to be successful. To put it another way, they should learn to learn. Regarding learning to learn, learning strategies come to the forefront.

The concept of strategy is originally a military term that is used to determine the procedures in following and applying military operations (Schmeck, 1998). More clearly, they are the way or ways in realizing an aim. Van Dijk and Kintsch, (1983) define strategy as purpose-oriented, intentional, conscious and controlled human behaviors and actions. When this definition is adapted for education, strategy is the plan that learners design and apply to reach an aim (learning). But, Van Dijk and Kintsch state that strategy and plan are two different concepts that cannot be used for each other and they illustrate the difference with an example. For instance, while “flying to New York” is the expression of a general action, “flying with low cost and minimum risk” is the strategy that will help this plan come true effectively (p. 65).

Weinstein (1998) explicates learning strategies as any behaviors or thoughts that facilitate encoding and organizing the information or any behaviors and thoughts that constitute the action plan designed to realize a purpose. Different from learning styles, learning strategies can be defined as revealing and expressing one’s own learning orientations at certain situations (Das, 1998). Strategies are the tools learners use in realizing learning aims. Arends (1997) states that learning strategies are the behaviors that learners use in transferring the information into memory and retrieving it from memory. According to Arends, these strategies are kind of behaviors influencing the cognitive processes. From another viewpoint, Demirel (2013), who elucidates learning strategies from the perspective of teaching, states that strategies are the techniques that can be taught and they are the means used by learners in transferring the information from short term memory to long term memory and hence are tools while encoding the information. Learning strategies have gained importance as a result of the orientation from behavioristic approach to cognitive approach and what is meant by learning strategies is that they include the strategies learners use in “metacognitive” processes that have been introduced by Information Processing Theory which means that learners are aware of their own learning ways and organize their learning accordingly (Güven, 2004; Senemoğlu, 2013; Tay, 2005; Weinstein, 1998).

Senemoğlu suggests (2013) that learners’ academic success is highly dependent on their awareness of their own learning ways and their abilities to organize their own learning. Therefore, she also suggests that teaching learning strategies should start at early ages. The purpose of teaching strategies is equipping students with necessary skills to be able to choose and organize appropriate strategies in appropriate situations rather than dictating the strategies by teachers. The students who have this ability are called as “strategic students”, “independent students”, “self-regulatory students”, or “self-instructing students (Güven, 2004; Senemoğlu, 2013). The character-

istics of strategic students, or in other words, the benefits of using learning strategies are defined and classified in different terms by the experts. However, most of these definitions have similar features in common (Arends, 1997; Güven, 2004; Özer, 2002; Senemoğlu, 2013). According to these definitions, strategic students are able to;

- define the learning strategies they encounter,
- choose the appropriate strategies according to the learning situations they define,
- monitor, evaluate and reorganize their own learning,
- learn on their own,
- motivate themselves to learn and
- establish a base for their future learning.

In literature, learning strategies are also classified in different ways. According to Weinstein and Mayer's (1985, as cited in Weinstein, 1998) classification, which is one of the mostly accepted ones, the learning strategies are;

- rehearsal strategies for basic learning tasks,
- rehearsal strategies for complex learning tasks,
- elaboration strategies for basic learning tasks,
- elaboration strategies for complex learning tasks
- organizational strategies for basic learning tasks,
- organizational strategies for complex learning tasks,
- comprehension monitoring strategies and
- affective strategies (pp. 294-296).

Summarizing

This study focuses on summarizing strategy, which is one of the elaboration strategies enhancing the encoding of information. The purpose in using these kind of strategies is to establish a link between the knowledge in working memory and the knowledge in long term memory. The individuals who use these strategies associate the already existing knowledge in mind with the new information bases and make their own sense, so the knowledge is reorganized in mind. Among these strategies are creating mental images, making analogies, summarizing and paraphrasing, finding the main points of the subject being studied and creating concept schemes (Demirel, 2013).

The reason behind choosing summarizing strategy relies on the fact that students at tertiary level should be equipped with higher order thinking skills rather than having strategies simply requiring memorization and repetition. Summarizing is the indication of how well someone has understood a text. In summarizing, an individual should be able to find main and supporting ideas and be able to differentiate important ideas from details. Summarizing requires the abilities to write a text with someone's own words without adding new ideas and spoiling the unity of the text and hence requires someone to comprehend the text very well (Bulut & Akyol, 2014; Çıkrıkçı, 2008;

Doğan & Özçakmak, 2014; Senemoğlu, 2013). If individuals are unable to express the information to be learned, it means that they haven't made their own sense of it. Consequently, the information that cannot be given meaning and cannot be encoded is difficult to transfer to long term memory.

Along with writing skills that learners use while expressing their thoughts in written forms, summarizing skill help develop other cognitive and higher order thinking skills of individuals as well. Oxford (1990) deems summarizing strategy more meaningful and beneficial in comparison to other note taking strategies since it necessitates individuals to focus and concentrate on their thoughts more. As an exposition skill, summarizing skill not only does contribute to cognitive skills that are gained through written expression, but it also helps develop reading comprehension skill (Çıkrıkçı, 2008). The key features of summarizing, which are differentiating main idea from the minor ones, not including anything that is not written in the original text, not adding one's own ideas to the summary, writing shortly and precisely with someone's own words without digression, all depend on understanding a text thoroughly. Çıkrıkçı (2008) asserts that the indication of the comprehension of a text is the restatement of it without distorting the message that is intended to be given. So, summarizing is not an easy skill to apply and it requires the use of a variety of other skills together. At the same time, it is an elaboration strategy that necessitates perseverance and a lot of practice and therefore is time-consuming. According to Çıkrıkçı (2008), while summarizing, individuals should be able to define large and small scale units within a text and express the relationship between them linguistically.

It is almost impossible for individuals to remember everything they listen or read. With this regard, the summarizing strategy will likely teach learners to focus on the nucleus and important parts of the text but not on details (Bulut & Akyol, 2014). Keeping this in mind, it is obvious that the summarizing strategy has a significant place in developing both writing and reading skills in foreign language schools.

The objective of foreign language schools in Turkish universities is to equip students who come to university generally with a very low level of language proficiency with necessary language skills to be able to cope with the requirements of their courses and understand the course materials in the target language through one-year intensive language program. However, it is not easy to reach that proficiency level just in one year. For this reason, students are asked to do mechanical exercises that mostly rely on repetition in order to come to the minimum language level intended in a short time. The activities and tasks that require higher order thinking skills and deep learning are usually neglected. Enwistle, McCune and Walker (2001) state that while the students who come to higher education with limited learning concepts and skills choose ineffective study ways and strategies, the students who have more comprehensive and higher level experiences become more successful in their academic lives. The same researchers divide academic readings into two categories; deep and superficial approaches.

What they mean by deep approach is the conceptualization of the knowledge and as a result gaining comprehension. Superficial approach, on the other hand, is explained as students' merely the completion of a task given to them. The studies of learners do not depend on reflection and thinking but simple repetitions. The task given is done just for the requirement of the course and there is no sense making or seeking. Entwistle et.al. list the examples to deep approach as follows; the individuals

- understand the ideas for themselves,
- associate the previous knowledge and experience with the new ones,
- seek for principles and models,
- check the evidence and relate it to results,
- critically and carefully analyze the argument,
- are aware of self-development while learning and
- are actively engaged in the course content (p. 109).

De Jong & Ferguson-Hessler (1996) suggest that in order for the newly learned knowledge to be transformed into deep knowledge, they must be linked with the previous knowledge and reconstructed. Because the language instruction is largely built on concept teaching and rely on repetition, it might be difficult to conduct the activities mentioned above. In fact, most lessons in language teaching revolve around a written text and this creates an ideal environment for strategy teaching. Specifically, since summarizing strategy requires both higher order thinking and allow for deep learning and understanding, it can be easily applied in lessons. Besides, when considered that the main objective of the texts read in language classrooms is to develop reading comprehension and its checking, it is thought that the instruction of summarizing strategy could be more beneficial. For this reason, this study aims at measuring whether the explicit instruction of summarizing strategy has an effect on developing students' summarizing competency. The study also explores the learners' opinions regarding the benefits of learning summarizing strategy through interviews.

Limitations to the Study

Although statistically significant differences were found in this study and even if it was determined that these differences were not result of the small sampling size or coincidence, they only apply to the students of Anadolu University, School of Foreign Languages. In order to generalize the findings, the sampling should be expanded and it should be replicated at different groups, times and schools. Also, it was not a longitudinal study. The studies that will cover longer periods of implementation might reveal more meaningful results. Finally, the researcher of this study was the instructor of only experimental group. The instructor of the control group was a colleague of the researcher. This can be another limitation to the study.

Methodology

This study employed “embedded design”, which is one of the mixed research designs. The mixed method is a research method in which both qualitative and quantitative research techniques are used and allow researcher to further examine the research topic (Cresswell, 2014). The mixed method research design is not an alternative to quantitative or qualitative research designs, but it is a research design to complement the shortcomings of the two designs by employing the strengths of them to reach a more comprehensive data to get and analyze (Yıldırım & Şimşek, 2013; Cresswell, 2014). The reason why this study is called as embedded design is that the quantitative and qualitative data were not used equally weighted (Yıldırım & Şimşek, 2013)

The data of this study were mainly obtained through quantitative data. The qualitative data collected through unstructured interviews, lesson notes and video-recordings of the instruction provided secondary data for the study and were used in the verification phase of the quantitative data. The researchers aim at obtaining exploratory and in-depth information about the research topic to be studied in unstructured interviews (Bogdan & Biklen, 2007; Patton, 2014; Yıldırım & Şimşek, 2013). Therefore, they usually ask open-ended questions. In this study, the researcher also employed unstructured interviews to create a more comfortable environment for the participants in order to obtain more truthful and elaborated answers. The unstructured interviews in this study provided the researcher with rich data about the implementation of the study, learners’ opinions of the quasi-experimental implementation and the perceived usefulness of the implementation for their future academic studies.

The pre-test and post-test research design, which is one of the true experimental designs, was used in the collection of the quantitative data of the study (Gay, 1987; Karasar, 1999). Therefore, two groups called as experimental and control groups were formed in the study. While the purpose of using pre-test is to show the similarity of the groups before the quasi-experimental implementation, the purpose of using post-test is to measure how influential the implementation to be tested is. The symbolic representation of the model is as follows:

G1	R	O1.1	X	O1.2
G1	R	O2.1		O2.2

This research study aimed at finding how effective the explicit instruction of summarizing strategy was on experimental group. To this end, the percentage increases between the control and experimental groups were determined and compared. The control and experimental groups of the research study were chosen based on convenience sampling among the students of B level (A highest, D lowest level) enrolled in Anadolu University, School of Foreign Languages, where the researcher himself is employed, in 2015-2016 spring term. The experimental group was the researcher’s own class and the control group was one of the classes from B level. So, the proficiency levels of the students were the same since they were placed in their classrooms

as a result of a placement exam. The study was conducted with 19 female and 18 male students, totally 37 students. The ages of the participants range between 18 and 22. The primary data of the study were collected through an achievement test administered as pre and post-test. The achievement test is used to determine how effective an important variable is (Kırcaali-İftar, 1999).

After the achievement test of summarizing was administered as a pre-test, the experiences of the participants were examined. In this way, the participants had an opportunity to share their ideas and criticisms regarding the implementation they had experienced and the researcher also obtained feedback about it. Following this phase, the students were asked whether they were volunteer to continue to the implementation and after their consents were taken, the researcher proceeded with the next phase of the study, namely strategy training.

During the three-hour-instruction, students' revelations and ideas about the pre-test and the moments when the summarizing strategy was instructed were video-recorded. The video-recordings provided the researcher with the data related to opinions and experiences of the participants about the implementation. Also, the data obtained from the video recordings helped the researcher to further examine and verify the results. The course materials were chosen and designed by the researcher from a variety of different resources. These materials were prepared as work sheets for the participants and the characteristics of a good summary, what should be paid attention to in summarizing and some examples to good and bad summaries were examined. In addition, the paraphrasing or restatement skill which is one of the essential skills in summarizing requiring students to express a text in their own words was studied as well.

Apart from the strategy instruction and pre and post-test implementations, two other practices were conducted with the experimental group with different texts. After these practices, the researcher gave feedback to the participants related to the summaries they wrote. The pre-test given as the achievement test was administered to the control and experimental groups as post-test at the end of the study.

Data collection instruments and analysis

The primary data of the study were collected through the summaries of an English text written by the control and experimental groups. This text was chosen among the course materials of both groups and it hadn't been studied before. With this feature, it was considered as an appropriate text for their proficiency level. The pre-test was administered to both groups in March 2016 on the same date and time. The participants summarized the text without taking any summarizing instruction. These summaries were collected and evaluated by the researcher.

The evaluation of the summaries was based on the literature review conducted by the researcher focusing on the characteristics of a good summary. The researcher evaluated students' pre-tests out of the criteria he developed out of five due to practicality

reasons. The grammar and spelling mistakes were not taken into account in the evaluation process because they were out of the objective and scope of the study. About one month after the administration of the pre-test, the achievement test was given to both groups as a post-test in April 2016. The participants who attended both the pre-test and post-test implementations were included in the study. The participants who didn't attend either the pre or post-test implementation were taken out of the evaluation.

Initially, the results of pre and post-tests were entered into the SPSS program and the Split Plot ANOVA test was conducted to test whether there was a statistically significant difference between both the pre-test and post-test results of the two groups. In this analysis, one of the factors is the number of group and the other is the number of measurement. By means of this test, the researcher didn't have to do different t-tests for the comparison of separate groups (Can, 2014; Tabachnick & Fidell, 2007). The results obtained were presented first as descriptive and then as variance analysis in the tables below.

Table1. Descriptive analysis of mean scores of pre-test and post-tests of experimental and control groups

	Groups	M	Sd.	N
Pre-test	Experimental	1,7778	1,00326	18
	Control	2,0526	,52427	19
	Total	1,9189	,79507	37
Post-test	Experimental	2,8333	,70711	18
	Control	1,9474	,84811	19
	Total	2,3784	,89292	37

Table 2. The variance analysis of the experimental and control groups from pre-test to post-test for the changes of mean scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Measurement	4,174	1	4,174	7,953	,008	,185
Group	1,726	1	1,726	2,403	,130	,064
Error (Group)	25,139	35	,718			
Measurement * Group	6,228	1	6,228	11,867	,002**	,253
Error (Measurement)	18,367	35	,525			

p<0,01

The variance analysis revealed that the changes of experimental and control

groups from pre-test to post-test were significantly different from each other ($F_{1-35; 0,01} = 1,867$; $p < 0,01$). According to the results obtained, the changes of experimental group's scores from pre-test to post-test were different from the changes of control group's scores. When the direction of this change was analyzed, it was found that while the pre-test mean score of experimental group was 1,78, it increased to 2,83 in the post-test. However, the mean score of control group decreased from 2,05 to 1,94 from pre-test to post-test. This showed that while the mean score of experimental group increased, the mean score of control group didn't change as the mean score of experimental group did. In other words, whereas the experimental implementation increased the mean score of experimental group, there wasn't a significant change in the mean score of control group. In order to find out how much of this variance was correlated with the independent variance, the researcher also examined the eta square value, which is the effect size value (Levine & Hullet, 2002). The experimental implementation was responsible for the 25 % of the difference observed between the groups. To put it differently, 25 % of the difference observed between the groups resulted from the experimental implementation. The graphical representation of the difference observed between the groups is shown in Figure 1 below.

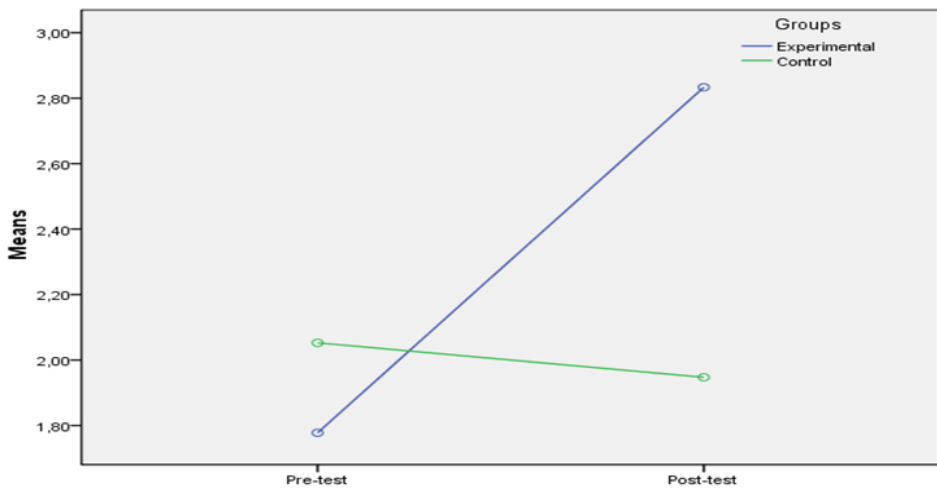


Figure 1. The graphical representation of the difference between groups.

As shown in Figure 1, while the mean scores of both groups after the pre-test were close to each other, the mean scores of the two groups differed in favor of experimental group at the end of the post-test.

The interviews conducted with the students also supported the results. The students stated that the instruction they had taken was helpful for them and they gained awareness for the topic studied. When the participants were asked about how much they developed at the end of this implementation, they expressed that the implemen-

tation helped them develop in different ways. The participants stated that the experimental implementation developed their academic skills. Below are some samples of student views.

Participant 1 (*After seeing the pre and post-tests, I understood that I have started to write better. I was more comfortable while writing the post-test.*)

Participant 2 (*We can see how much we have developed. It (summarizing skill) will help us a lot when we will be studying in our faculties.*)

Participant 2 (*In fact, I have understood how I should write in Turkish, too.*)

Participant 4 (*It was the first time I have experienced it (summarizing), but I can look at it from a wider perspective now.*)

The participants stated that they would be able to write the summary of any text or article easily when they study in their faculties since they had learned the basic principles of summarizing.

Participant 4 (*I know what I should do in such situations we will likely encounter in our future studies.*)

Participant 1 (*I used to write the author's exact words (in summarizing), but now I am able to summarize with my own words.*)

When the participants who were interviewed were asked “*What is or are the key features that you remember about the summarizing strategy after this experimental implementation?*”, they answered as follows; “not to write long, not to write in detail, not to include writer’s exact words and not to include our own ideas or opinions”. Their responses given above are the indications of a good summary. This shows that the participants raised awareness about summarizing at least at knowing and comprehending levels even if it is not at the level of application for all of them.

The participants said that they had already practised summarizing in their own languages or in English. But, they also said that they hadn’t studied summarizing strategy as comprehensively as they studied in this implementation and they hadn’t received proper feedback to their summaries.

Participant 1 (*Summarizing task were important in high school too, but it wasn't as serious as we did here. We used to write long and with the exact words of the writer.*)

Participants 2 and 3 (*We summarized books in primary and secondary schools too, but not as in depth as we did in this implementation.*)

Finally, the participants were asked whether they liked to study summarizing which is a kind of learning strategy. They all said that they liked to study summarizing since it was a different implementation which was independent from their curriculum, lasted shortly, would help them in their departmental studies and was based on a voluntary basis.

Participant 1 (*I liked it. It was nice because it was different from the course subjects.*)

Participant 2 (*It will help us in our faculties...It was good that we did it through short activities.*)

Participant 3 (*We were comfortable because it wasn't obligatory.*)

Participant 4 (*We should know what we are supposed to do in such situations in future.*)

The excerpts given above obtained from the interviews seem to support the quantitative data. The participants expressed that they liked this kind of strategy trainings and they also believed this specific strategy training developed their academic skills. The participants' responses regarding the characteristics of summarizing strategy and the results obtained from the quantitative data showing the development of experimental group are all consistent with each other. They all show that explicit or direct summarizing instruction had a positive effect on the summarizing skills of the students enrolled in an English preparatory school, where they receive one-year intensive English instruction. The participants' perceptions about the usefulness of the implementation was also positive and they thought that they would use the skills they had learned through this implementation in their current and future studies regardless of the subject-matter to be studied.

Conclusion

This study examined whether the explicit instruction of summarizing strategy which is a kind of elaboration strategy improved students' summarizing skills. The statistical analyses and the interviews and informal discussions conducted with the participants showed that the instruction given on summarizing was beneficial for the students and improved their summarizing skills.

These results are aligned with the findings of the studies carried out in this field. In a similar study, Pakzadian (2012) examined whether the direct instruction of summarizing strategy to the students who studied English as a foreign language had a positive effect on their reading comprehension skills. The researcher designed the study by forming experimental and control groups comprising of 40 English students. In this study, the results of pre and post-tests were compared and it was found that the experimental group who had strategy training performed better results than the control group did. Topuzkanamış (2014) examined the effect of writing strategies on students' academic success. The students were the first year university students of Turkish language teaching. The study which was designed as a semi-experimental study with experimental and control groups revealed

a significant difference for the favor of experimental group. As a post-test, the students were asked to write an opinion essay and it was evaluated by the criteria developed. When the mean scores were analyzed, it was found that the scores of experimental group were higher than the scores of control group. Yaman & Çakıcı (2013) analyzed whether the instruction of cognitive and compensative strategies had a positive effect on the reading comprehension skills of first-year university students majoring English language teaching. 60 students participated in the study which was carried out with experimental and control groups. The results of the study revealed that the scores of experimental group were higher than the scores of control group and it was found that the instruction of language learning strategies had a positive effect on reading comprehension skills. Tinajero and others (2012) studied the effect of cognitive strategies and learning styles of 313 first year Brazilian university students on their academic success. The results revealed that cognitive strategies and learning styles were highly influential on academic success. In addition, the path analysis conducted in the study showed that planning strategies had a positive effect on academic success. In a different study, Kutlu (2012) examined the effect of computer-supported study skills and training of learning strategies to the primary school students and their parents. In this experimental study, two groups as experimental and control groups were formed and the difference between the two groups was examined through covariance analysis. After the experimental implementation, it was observed that the students in the experimental group had significantly higher scores than the students of control group and they developed positive attitudes towards studying study skills. However, not all studies conducted on learning strategies revealed positive findings on academic success. Chand (2014) for example, studied the correlation between writing skills and learning strategies of university students. He found that the direct instruction of learning strategies didn't have any significant effect on students' writing skills.

The studies that compared the successful and unsuccessful students also showed the positive effect of using learning strategies. Yip (2013) examined the correlation between success and using strategy on 232 high school students in Hong Kong. He found that the students who were academically successful are the ones who used learning strategies effectively. Whereas, the students who were academically unsuccessful were the ones who were insufficient in using learning strategies. In a similar study, Fayombo (2013) examined the strategy use and academic success of 158 psychology students in Barbados. She found a statistically significant correlation between the academic success and using active learning strategies such as discussions, video clips, game shows, role plays and group works. She also found that group work studies were the most effective active learning strategy. Another research study conducted in Turkey by Şimşek & Balaban (2010) investigated the strategy use of successful and unsuccessful university students. Their study also revealed similar results with the ones mentioned above. They observed that successful students used a variety of different and rich strategies. While the strategies these students mostly used were metacognitive strategies, the strategies they used the least were organizational strategies. Besides, in choosing and using the appropriate strategies, female students were found to be more successful than male students.

The findings of the literature and this research study show that the explicit instruction of strategies has a significant contribution to academic success. Many experimental studies conducted in different countries, times and at different educational levels show the direct effect of strategy training. The students in this study, too, were explicitly taught about summarizing strategy, which is a kind of elaboration strategy, and the experimental implementation had a significant effect on their academic success. Based on the results of literature and this study as well, it can be suggested that learning strategies should be taught in every discipline of education and students should be made conscious about this subject. The students should be able to choose the correct strategy at the right time and be able to evaluate the result of their choice and reorganize their learning accordingly; in other words, they should become strategic students who can use metacognitive strategies. Individuals' awareness of their own learning styles and their knowledge about how they can learn and which strategies help them most will likely increase their academic success.

Özet

Giriş

Öğrenme, bireyin çevresiyle girdiği anlamlı etkileşimler sonucu ortaya çıkan davranış değişikliğidir (Dewey, 1998). Bireyler karşılaştıkları öğrenme durumlarına ve problemlere farklı şekillerde yanıt verirler. Ancak bireylerin belli öğrenme durumlarında bilişsel ve duyuşsal faktörlerin de etkisiyle göstermiş oldukları ve nispeten kalıcı olan bilgiyi işleme şekilleri vardır (Özden, 2011). Bireylerin bilgiyi işleme şekillerine ise öğrenme stili denilmektedir. Öğrenme stili bireylerin düşünce, yönelim ve davranışlarındaki sürekli ve tutarlı karakter özelliğidir ve bilgiyi kendilerine özgü bir biçimde alma ve işleme yolu olarak tanımlanmaktadır (Das, 1998; Kolb,1984). Öğrenme stili, genel anlamıyla bireylerin yeni bir bilgiyi veya problemi algılayıp işlerken tercih ettikleri ve bilginin türüne ya da zamana göre çok fazla değişmeyen, nispeten kalıcı ve bireye özgü davranış örüntüleridir.

Bireylerin öğrenme stilleri öğrenme-öğretme ortamları ve süreciyle örtüştüğünde öğrenme daha kalıcı ve anlamlı olmaktadır (Miller, 2005; Reinert, 1976). Bu sebeple bireylerin öğrenme stillerinin farkında olmaları ve bir zorlukla ya da yeni bir bilgiyle karşılaştıklarında, sorunları çözmede veya bilgiyi alıp işlemeye bu güçlü yanlarını kullanmaları gerektiği onlara öğretilmelidir. Fakat bireyler her zaman kendi öğrenme stillerinin farkında olmayabilir veya öğrenmemiş olabilirler. İşte bu noktada öğrenme stilleri ile birlikte öğrencilerin öğrenmeyi öğrenmesi, diğer bir deyişle öğrenme stratejilerinin öğretilmesi önem taşımaktadır.

Öğrenme Stratejileri

Eğitimde öğrencilerden farklı düzeylerde, pek çok bilgiyi öğrenmeleri beklenmektedir. Öğrenilmesi beklenen bu bilgiler, öğrencilere değişik öğrenme ortamlarında ve değişik biçimlerde sunulmaktadır çünkü öğrencilerin her birinin farklı öğrenme eğilimleri vardır ya da öğrenciler farklı duyuşsal durumlarda ve yoğunlaşma düzeyinde olabilmektedirler. Bu sebeple öğrencilerin kendi bilişlerinin farkında olması ve nasıl ve hangi koşullarda

en iyi öğrenebildiklerini, hangi taktik ve stratejileri işe koşarak başarılı olabildiklerini bilmeleri yani öğrenmeyi öğrenmeleri gerekmektedir. Öğrenmeyi öğrenmede ise öğrenme stratejileri kavramı karşımıza çıkmaktadır.

Strateji kavramı aslında askeri bir terimdir ve askeri operasyonların gerçekleştirilmesinde izlenecek ve uygulanacak usulleri belirler (Schmeck, 1998). Van Dijk ve Kintsch (1983), stratejiyi amaç odaklı, kasıtlı, bilinçli ve kontrollü insan davranışı olan eylemler olarak tanımlamaktadır. Bu tanımı eğitime uyarladığımızda strateji öğrenenlerin bir amaca (öğrenme) ulaşmak için tasarladıkları ve uyguladıkları plandır.

Weinstein (1998) öğrenme stratejilerini bilginin kodlanıp düzenlenmesini kolaylaştıran her türlü davranış ve düşünce veya bir amacın gerçekleşmesi için tasarlanan eylem planını meydana getiren düşünce ve davranışlar olarak tanımlamaktadır. Stratejiler, öğrenenlerin öğrenme amaçlarını gerçekleştirmede kullandıkları araçlardır. Öğrenme stratejileri bireylerin bilgiyi belleğe aktarırken, yerleştirirken ve hatırlanması için geri çağırırken kullandığı ve bilişsel süreçleri etkileyen davranışlar olarak tanımlamaktadır (Arends, 1997; Demirel, 2013, Özer, 2002).

Öğrenme stratejileri kavramının önem kazanması eğitimde davranışçı yaklaşımdan bilişsel yaklaşıma yönelmenin bir sonucudur ve öğrenme stratejilerinden kasıt bilgi işleme kuramının öne sürdüğü ve öğrenenlerin bilişsel ve kendi öğrenme yollarının bilincinde olduğu ve öğrenmeyi buna göre düzenleyebildiği “yürütücü biliş” süreçlerinde kullandığı stratejileri kapsamaktadır (Güven, 2004; Senemoğlu, 2013; Tay, 2005; Weinstein, 1998). Senemoğlu (2013) öğrencilerin akademik başarılarının büyük oranda öğrenme şekillerinin farkında olmaları ve kendi öğrenmelerini düzenleyebilmeleriyle ilişkili olduğunu ifade etmektedir. Bu beceriye sahip olan öğrencilere “stratejik öğrenciler”, “bağımsız öğrenciler”, “öz-düzenleyici öğrenciler” veya “öz-öğretimli” öğrenciler gibi isimler verilmektedir (Güven, 2004; Senemoğlu, 2013).

Alan yazında öğrenme stratejileri de değişik biçimlerde sınıflandırılmıştır. En yaygın ve kabul gören sınıflamalardan biri olan Weinstein ve Mayer’e (1985, aktaran Weinstein, 1998) göre öğrenme stratejileri;

- temel yineleme stratejileri,
- karmaşık yineleme stratejileri
- temel anlamlandırma stratejileri
- karmaşık anlamlandırma stratejileri
- temel örgütlenme stratejileri
- karmaşık örgütlenme stratejileri
- anlamayı izleme stratejileri
- duyuşsal stratejilerden oluşmaktadır.

Özetleme

Bu çalışmada, ağırlıklı olarak bir anlamlandırma stratejisi olan özetleme stratejisine odaklanılmıştır. Anlamlandırmayı güçlendirici stratejilerin kullanılmasındaki amaç işleyen bellekteki bilgiler ile uzun süreli bellekteki bilgiler arasında bir bağ kurmaktır. Bu stratejileri kullanan birey zihninde önceden var olan bilgileri yeni gelen bilgilerle ilişkilendirir

ve anlamlandırır. Dolayısıyla bilginin yeniden düzenlenmesi söz konusudur. Bu stratejileri kullanabilen bireyler bilgiyi ezberlemekten ziyade özümser ve içselleştirebilir.

Özetleme bireyin bir metni ne kadar iyi anlayabildiğinin bir göstergesidir. Özetleme yaparken birey metnin ana fikrini ve ana fikri destekleyen yardımcı fikirleri bulabilmeli, önemli bilgiyi önemsiz bilgiden ya da ayrıntıdan ayırt edebilmelidir. Özetleme yapabilmek bireyin bir metni kendi cümleleriyle, metnin bütünlüğünü bozmadan ve kendinden yeni bir fikir katmadan ifade edebilmesini ve dolayısıyla o metni çok iyi anlamasını gerektirir (Bulut ve Akyol, 2014; Çıkrıkçı, 2008; Doğan ve Özçakmak, 2014; Senemoğlu, 2013). Birey, öğrenilmesi beklenen bilgiyi kendi cümleleriyle ifade edemiyorsa bunu anlamlandıramamıştır.

Özetleme becerisi yazılı anlatım becerilerinin yanında diğer bilişsel ve üst düzey düşünme becerilerinin gelişmesine de yardımcı olmaktadır. Bir anlatım becerisi olarak özetleme yalnızca yazılı anlatımın kazandırdığı bilişsel becerilere değil aynı zamanda okuduğunu anlama becerisine de katkıda bulunur (Çıkrıkçı, 2008, Oxford, 1990). Özetlemenin temel özellikleri olan ana bilgiyi ayrıntılardan ayırma, metinde yazılmayan bilgilerin özetinde yer almaması, kendi fikrini özete yansıtma ve kişinin metni kendi cümleleriyle konunun dışına çıkmadan kısaltarak anlatması, o metnin çok iyi anlaşılmasına bağlıdır.

Yabancı dil hazırlık sınıflarının amacı üniversiteye genellikle düşük bir dil yeterliliği ile gelen öğrencilere bir yıllık yoğunlaştırılmış yabancı dil öğretiminden sonra bölümlerine geçtiklerinde dersleri ve ders malzemelerini hedef dilde anlayabilecek düzeyde bir dil becerisiyle donatmaktır. Ancak bir yılda bu yeterliliğe gelmek kolay değildir. Bu nedenle öğrencilerin üst düzey düşünme becerilerini kullanmalarını gerektiren ve derin öğrenmeler yapmalarına imkân sağlayan çalışmalara nadiren yer verilebilmektedir. Enwistle, McCune & Walker (2001) yükseköğretim düzeyine sınırlı öğrenme kavramı ve becerisiyle gelen öğrencilerin etkisiz çalışma yolları ve stratejileri belirlediklerine işaret etmiş buna karşılık üst düzey deneyimlere sahip öğrencilerin akademik hayatlarında daha başarılı olduklarını belirtmişlerdir.

De Jong ve Ferguson-Hessler (1996) öğrenilen bilginin derin bilgiye dönüştürülmesi için önceki öğrenilenlerin yeni öğrenilenlerle birleştirilmesi ve yeniden yapılandırılması gerektiğini belirtmektedirler. Dil öğretimi de genellikle kavram öğretimi üzerinde durduğu ve tekrara dayalı olduğu için yukarıda sıralanan etkinliklerin yapılmasını zorlaştırabilmektedir. Oysa dil öğretiminde hemen hemen her derste farklı bir metin üzerinde çalışılmaktadır ve bu durum, strateji öğretimi için ideal bir ortam sunmaktadır. Özellikle özetleme stratejisi hem üst düzey düşünme gerektirdiğinden hem de derin öğrenmeye ve anlamaya imkân tanıdığından dil öğretimi derslerinde kolaylıkla uygulanabilir.

Yöntem

Bu çalışmada karma yöntem araştırma desenlerinden “gömülü desen” kullanılmıştır. Karma yöntem nitel ve nicel yöntemlerin birlikte kullanıldığı ve araştırılan konunun daha derinlemesine anlaşılmasını sağlayan bir yöntemdir (Cresswell, 2014). Bu çalışmanın verileri de ağırlıklı olarak nicel verilerden sağlanmıştır. Bu yarı-deneysel çalışmanın nicel verilerinin elde edilmesinde gerçek deneme modellerinden ön test-son test kontrol gruplu

model uygulanmıştır (Gay, 1987; Karasar, 1999). Bu sebeple çalışmada deney grubu ve kontrol grubu olmak üzere iki grup oluşturulmuştur. Modelde ön test kullanılması grupların deneysel işlem öncesi benzerliklerinin ortaya konmasına, son test kullanılması ise denenecek olan uygulamanın ne derece etkili olduğunu belirlemede kullanılır (Kırcaali-İftar, 1999).

Bu çalışma kapsamında özetleme stratejisi öğretiminin deney grubunda ne derece etkili olduğunun ölçülmesi amaçlanmıştır. Bu amaca yönelik olarak deney ve kontrol grupları arasında yüzde artışlar belirlenmiş ve iki grup arasındaki ortalama artışlar karşılaştırılmıştır. Çalışmanın deney ve kontrol grupları 2015-2016 akademik yılının bahar döneminde Anadolu Üniversitesi, Yabancı Diller Yüksekokulunun B kuru öğrencilerinden seçilmiştir. Çalışma 19'u kız ve 18'i erkek toplam 37 öğrenci ile gerçekleştirilmiştir. Çalışmanın verileri ön test ve son test olarak verilen bir başarı testi ile elde edilmiştir.

Çalışmanın nitel verileri ise ders notları, video kayıtları ve esas olarak yapılandırılmamış görüşmelerden sağlanmıştır. Yapılandırılmamış görüşmelerde araştırmacı çalıştığı konularla ilgili keşfedici ve derinlemesine bilgi edinmeyi amaçlar (Bogdan v& Biklen, 2007; Patton, 2014; Yıldırım & Şimşek, 2013). Bu çalışmada da araştırmacı, görüşmeleri bir araştırma havasından çıkarıp katılımcıların daha samimi cevaplar verebilmesi ve cevaplarını detaylandırabilmeleri adına yapılandırılmamış görüşmeler gerçekleştirmiştir.

Veri Toplama Araçları ve Analizi

Araştırmanın temel verilerini başarı testi olarak verilen İngilizce bir metnin deney ve kontrol grupları tarafından yazılan özetleri oluşturmuştur. Bu metin, öğrencilerin ders materyalleri arasından seçilen ve daha önce işlemedikleri bir metindir. Öğrenciler kendilerine verilen İngilizce metni herhangi bir eğitim almadan özetlemişlerdir. Bu özetler toplanıp araştırmacı tarafından değerlendirilmiştir.

Değerlendirme araştırmacının alan yazını tarayıp iyi bir özetin içermesi gereken özelliklerini belirlemesi ve öğrencilerin ihtiyaçlarını göz önünde bulundurmasıyla gerçekleşmiştir. Araştırmacı, değerlendirmenin pratik olabilmesi amacıyla öğrencilerin ön test sonuçlarını 5 madde üzerinden hazırladığı bir değerlendirme ölçütü ile değerlendirmiştir. Çalışmanın amaç ve kapsamı dışında olması sebebiyle dil bilgisi ve imla hataları değerlendirmede dikkate alınmamıştır.

Öncelikle ön test ve son test sonuçları SPSS programına girilmiş ve her iki grubun hem ön test hem de son test sonuçları arasında anlamlı bir fark olup olmadığını belirlemek amacıyla Karışık Desenler İçin Varyans Analizi uygulanmıştır (Can, 2014; Tabachnick & Fidel, 2007). Yapılan varyans analiz sonucunda deney ve kontrol gruplarının ön testten son teste olan değişimlerinin anlamlı derecede farklı olduğu bulunmuştur ($F_{1-35}; 0,01= 1,867; p<0,01$). Buna göre deney grubunun puanlarının ön testten son teste olan değişimi kontrol grubunun ön testten son teste olan değişiminden farklıdır. Başka bir ifadeyle deneysel işlem, deney grubunun ortalamasını arttırırken kontrol grubunun ortalamasında kayda değer bir değişiklik olmamıştır. Araştırmacı bu varyansın ne kadarının bağımsız değişkene bağlı olduğunu belirlemek amacıyla etki büyüklüğü değeri olan eta kare değerine de bakmıştır (Levine & Hullet, 2002). Deneysel işlem gruplar arasında gözlenen farkın %25'inden

sorumludur. Diğer bir deyişle gruplar arasında gözlenen farkın %25'i deneysel işlemde kaynaklanmaktadır.

Öğrencilerle gerçekleştirilen görüşmeler de ortaya çıkan sonuçları destekler niteliktedir. Görüşülen öğrenciler verilen eğitimin kendileri için yararlı olduğunu ve bu konuda farkındalık kazandıklarını belirtmişlerdir. Katılımcılara bu uygulama sonunda ne kadar geliştiklerini düşündükleri sorulduğunda uygulamanın farklı açılardan kendilerine faydası olduğunu belirtmişlerdir.

Sonuç ve Öneriler

Bu çalışmada bir anlamlandırma stratejisi türü olan özetleme stratejisinin doğrudan öğretiminin öğrencilerin özetleme yapabilme becerilerini geliştirip geliştirmediği incelenmiştir. Yapılan istatistikî analizler, öğrencilerle gerçekleştirilen görüşmeler ve informal tartışmalar verilen eğitimin faydalı olduğunu ve özetleme stratejisi öğretiminin öğrencilerin özetleme yapabilme becerilerini geliştirdiğini göstermiştir.

Alan yazındaki bulgular ve bu çalışmanın bulguları, öğrencilere doğrudan strateji öğretiminin akademik başarı üzerinde önemli bir katkısının olduğunu göstermektedir. Farklı ülkelerde, farklı zamanlarda ve farklı öğretim düzeylerinde gerçekleştirilen çoğu deneysel çalışma, strateji eğitiminin akademik başarıya olan etkisini ortaya koymaktadır (Chand, 2014; Fayombo, 2013; Kutlu, 2012; Pakzadian, 2012; Şimşek ve Balaban, 2010; Tinajero ve diğerleri, 2012; Topuzkanamış, 2014; Yaman & Çakıcı, 2013; Yip, 2013). Bu çalışmada da öğrencilere bir anlamlandırma stratejisi türü olan özetleme stratejisi doğrudan öğretilmiş ve öğrencilerin akademik başarısında anlamlı bir fark oluşmuştur. Bu sonuçlardan yola çıkarak öğrenme stratejileri öğretiminin, eğitimin çoğu disiplininde öğretilmesi ve öğrencilerin bu konuda bilinçlendirilmesinin yerinde olacağı söylenebilir. Öğrencilerin doğru zamanda doğru stratejiyi seçebilmeleri ve seçimlerinin sonuçlarını değerlendirip yeniden düzenleyebilmeleri, bir başka deyişle stratejik öğrenenler olup yürütücü biliş stratejilerini işe koşabilen öğrenciler olabilmeleri sağlanmalıdır. Bireylerin kendi öğrenme stillerinin farkında olmaları, en iyi nasıl öğrenebildiklerini ve hangi durumlarda hangi stratejilerin kendileri için işe yaradığını bilmeleri akademik yaşamdaki başarılarını arttıracaktır.

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