



The Effect of Language Learning Strategies on Learning Vocabulary in Teaching Turkish as a Foreign Language

Yabancı Dil Olarak Türkçe Öğretiminde Dil Öğrenme Stratejilerinin Sözcük Öğrenimine Etkisi

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ABSTRACT: The aim of this study is to specify the learning strategies that the students use while learning Turkish as a foreign language and the effects of these strategies on learning vocabulary. Conducted in compliance with “pretest – posttest control group model” among experimental patterns, this study involved 40 students of Turkish as a foreign language in Istanbul University Language Center, who were divided into two groups as the experimental group and the control group, each of which consisted of 20 students. While the experimental group was subjected to the use of strategies and strategy-oriented activities, traditional method of teaching was applied in the control group. The data of the research was gathered with “Language Learning Strategies Inventory”, which was developed by Oxford (1990) and adapted into Turkish by Demirel (2009), and “Vocabulary Success Test”, which was developed by the researcher of this study, was evaluated in SPSS software. As a result of this study, it is found that while learning Turkish the students use language learning strategies in medium level, they use metacognitive strategies the most and they apply to the affective strategies the least and there is a meaningful correlation between the students level of strategy use and achievement in vocabulary knowledge.

Keywords: language learning strategies, teaching Turkish as a foreign language, teaching vocabulary.

ÖZ: Bu çalışmanın amacı yabancı dil olarak Türkçe öğrenen öğrencilerin kullanmış oldukları dil öğrenme stratejilerini ve bu stratejilerin sözcük öğrenimine etkisini belirlemektir. Deneysel desenlerden “öntest-sontest kontrol gruplu model”e uygun olarak yapılan bu çalışmaya İstanbul Üniversitesi Dil Merkezinde yabancı dil olarak Türkçe öğrenen 20 deney ve 20 kontrol grubu olmak üzere toplam 40 öğrenci katılmıştır. Deney grubunda strateji kullanımını ve strateji öğretimine dönük etkinliklere yer verilirken kontrol grubunda geleneksel öğretim modeli uygulanmıştır. Araştırmanın verileri Oxford (1990) tarafından geliştirilen ve Demirel (2009) tarafından Türkçeye uyarlanan “Dil Öğrenme Stratejileri Envanteri” ve araştırmacı tarafından geliştirilen “Sözcük Bilgisi Başarı Testi” ile toplanıp elde edilen veriler SPSS programında değerlendirilmiştir. Araştırma sonucunda, öğrencilerin dil öğrenme stratejilerini orta düzeyde kullandıkları, Türkçe öğrenirken en fazla üst bilişsel, en az duyuşsal stratejilere başvurdukları ve öğrencilerin strateji kullanma düzeyleri ile sözcük bilgisi başarıları arasında anlamlı bir ilişki olduğu saptanmıştır.

Anahtar sözcükler: dil öğrenme stratejileri, yabancı dil olarak Türkçe öğretimi, sözcük öğretimi.

1. INTRODUCTION

In recent years, a tendency in education from behavioral approach towards cognitive approach is in question. While behavioral approach deals with how a learning material influences learning, the aim in cognitive approach is to understand how information is processed and structured in memory. With the increasing interest in cognitive approach, student-centered approaches and studying the individual learning differences among students have gained importance.

In parallel with this change in educational mentality, the methods adopted by students for comprehending, learning and remembering new information have been discussed, which have resulted in an increasing interest in learning strategies.

Learning strategies are all kinds of approaches and behaviors adopted by the individual to facilitate the process of learning. According to Weinstein and Mayer (1986: 316), learning strategies are ‘behaviors or thoughts which affect students’ processes of acquiring information,

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encoding it in memory and recalling it when necessary.’ O’Malley and Chamot (1990: 1) define learning strategies as ‘the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information.’ According to Woolfolk (1998: 78), learning strategy is ‘a plan implemented to achieve the learning objectives.’ Learning strategies are ‘processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about the language’ (Cohen, 1998: 4). In short, a learning strategy is ‘each of the techniques facilitating the process of self-learning for the student’ (Özer, 2002: 17).

Grasping the significance of learning strategies has made these strategies available for foreign language teaching. The strategies used in foreign language teaching are named as “language learning strategies.”

1.1. Language Learning Strategies

Researches on language learning strategies have started in 1960s. Determining what people with “excellent knowledge” of a foreign language have done while learning that language is the basis of the researches on this matter. Demirel (2012:142) states that those who are able to learn a language “at a very good level” are the individuals who adopt certain strategies to facilitate the selection, encoding and recollection of information. Rubin (1975) recommends ensuring that language learning strategies applied by successful students are also adopted by unsuccessful students.

Language learning strategies are certain activities, behaviors or techniques adopted by students for improving their foreign language skills, internalizing, discovering and utilizing what they have recently learned, mostly in a planned way (Oxford, 1990: 18). Wenden and Rubin (1987: 17) have defined language learning strategies as procedures, steps or plans used by students with the aim of acquiring, storing, recalling and making use of information. Strategies are specific behaviors that learners select in their language learning and use (Cohen, 2003: 279). In other words, language learning strategies are all kinds of techniques, methods, thoughts and behaviors helpful for internalizing, recalling and utilizing a newly-learned foreign language. Looking from this point of view, it can be said that there are strategies used by every student while learning a foreign language, either with or without actually being aware of them. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable (Hişmanoğlu, 2000). At this point, the duty of the teacher is to make sure that students learn more easily and permanently by teaching students language learning strategies or by helping them choose the suitable strategies for themselves.

Students will always have to depend on teachers if they do not know what they will learn, which parts of the learning material are important and which strategies to use while learning. This situation is a substantial obstacle for the acquisition of an overall skill like knowing a foreign language. Therefore, it is necessary to teach students “how to learn.” Through learning strategies, the student will become a better learner. Here, it is a job of teachers to determine the strategies which are used by students and the strategies they need, and to adapt these strategies to his/her own teaching method. In order to determine which strategies are to meet student needs or which strategies are to solve student problems, it is necessary for teachers to acknowledge the principles of teaching learning strategies.

What is aimed with learning strategies is to ensure that students follow the most effective ways of choosing, acquiring, organizing and integrating information. For this reason, teaching

learning strategies and involving these strategies in course books are of utmost importance for perfect learning.

Oxford (1990) considers the purpose of language learning strategies as the development of communicational skills. Oxford (1990: 299-300) categorizes learning strategies in two basic groups as direct and indirect strategies and classifies them in 6 sub-groups:

1.1.1. Direct Strategies

a. Memory Strategies: These strategies enable the transfer of information to long-term memory and recalling it for communication. E.g.: Establishing mental connections, applying to images and sounds, repetition, matching given information with movements, etc.

b. Cognitive Strategies: Used for creating mental models, revising and receiving and generating messages in target language, these are mental strategies utilized by students for making inferences out of what they have learned. Practicing (repetition, learning sound and writing systems practically, recognizing), strategies of sending and receiving messages, making appropriate predictions, building structures for inputs and outputs (such as summarizing, underlining important points) and reaching conclusions through analysis can be examples of cognitive strategies.

c. Compensation Strategies: These strategies enable students cope with difficult situations obstructing communication. Overcoming difficulties by making logical guesses, applying to native language while speaking or writing and using body language can be counted among the examples of compensation strategies.

1.1.2. Indirect Strategies

a. Metacognitive Strategies: These are the strategies that allow the students to plan, organize and evaluate their own learning process. Focusing on learning by establishing connections with previously learned materials, organizing and planning the process of learning, evaluating personal process of learning can be examples of metacognitive strategies.

b. Affective Strategies: These strategies help learners control their feelings, motivation and attitudes related with learning. Reducing anxiety, encouraging or rewarding oneself, controlling his/her own emotional changes by listening to himself/herself, keeping a diary of language learning or sharing feelings with others, etc.

c. Social Strategies: These strategies are helpful for interaction with others (especially in oral communication). Asking questions, requesting someone to correct his/her mistakes, collaborating with people speaking the target language, developing empathy with people from other cultures, etc.

When sub-groups are analyzed, it is seen that all strategies, no matter whether they are direct or indirect, interact with each other. For example, a student uses social strategy while asking a question to a friend, but he needs not only to utilize his previous knowledge in order to understand the answer, but also to form a new and meaningful sentence in order to maintain the dialogue, therefore he makes use of “cognitive” and “memory” strategies. This example is significant, in the sense that it shows the close relationship between strategies.

1.2. Language Learning Strategies and Vocabulary Teaching

Teaching and improving vocabulary is a multi-dimensional task necessitating a long process, because words can be conceptualized when they are heard for the first time but they can be forgotten if they are not placed in memory steadily. Moreover, knowing and remembering the meaning of a word mostly does not mean that it is completely “learned.” Scrivener (1994: 73) emphasizes that solely learning the meaning of a word is not enough for using that word by saying “In some cases, we may find it difficult to use a word in our own sentences, even though

we remember that word. Therefore, the role of vocabulary in class environment is of great importance.”

Researches on vocabulary improvement show that the most common strategies of learning new vocabulary are repetition and practicing. Nation (2005: 6) emphasizes that continuous repetition is necessary for ensuring that the meanings of words are learned. Rather than learning words at once, it is more effective to repeat them regularly and frequently. In the experiment conducted by Peterson on the amount of forgetting between 0-18 seconds, it is stated that information starts to be gradually forgotten right after it is acquired. While 62% of what is learned is remembered after three seconds, only 15% is remembered after eighteen seconds (Senemoğlu 1997: 276). For this reason, regular repetition is necessary for maximizing the amount of information learned. This way, information in short-term memory is transferred to long-term memory. On the other hand, repeating information “with certain intervals and through different activities” increases permanency even more (Bilen, 1999: 42). Exercises are good tools of application for this purpose. Exercises have the functions of reinforcing skills and converting them into habits (Başaran, 1996: 323).

Schmitt (2002:41) states that by using word cards, the connection between the form of a word and its meaning can be strengthened. Apart from the lexical meaning of a word, writing additional information on cards such as with which affixes it can be used or with which words it can form a phrase and to involve exemplary sentences related with that word makes it possible to learn the usage of that word.

Using wordlists is another strategy of vocabulary learning. Although not common today due to the fact that it is thought to cause learning only by heart, this technique is supported by researches to be helpful when effectively applied (Nation, 1995; Shillaw, 1995; Thornbury, 2002).

One of the most effective strategies in vocabulary improvement is to teach words by grouping them in mind and associating them with each other. Words are easily forgotten when they are separate and not related to a context. For instance, words related with travelling can be grouped and presented as “luggage (bavul), hotel (otel), swimming pool (havuz), journey (yolculuk), to book (yer ayırtmak), to travel (gezmek)” for teaching Turkish as a foreign language. Especially on beginner level, it is accepted that learning words with connotation technique is quick and effective and that words can be stored for a long time this way (Cook, 2001: 70). For example, while teaching the word “dip” in Turkish (meaning “bottom” like “bottom of the sea” or “bottom of the glass”), it is possible to utilize the word “deep” in English, as these words are close in terms of not only meaning, but also sound. According to Hulstijn (1997: 205), choosing connotative words which are not from the native language, but those which are from the foreign language and well-known by the student is more effective. At this point, choosing words with a similarity in terms of sound is a technique to facilitate learning and recalling. For instance, for the words “dinlemek (meaning “to listen”)” and “dinlenmek (meaning “to rest”)", which are mostly confused with each other by students, can be presented in a sentence such as “Ali bugün işe gitmiyor, evde müzik dinliyor ve dinleniyor.” (can be translated as “Ali did not go to work today, he is listening to music and resting at home”), and a comic strip or a photo with a man resting at home with his earphones can be provided to support the example.

Another strategy utilized while teaching vocabulary is to create lexical maps. In this technique, a text harboring the words to be taught is chosen and the students are asked to determine the words which are related with each other. However, the attempt of learning words with very close meanings at once can result in confusion.

The other effective way used while improving vocabulary is trying to guess the meaning of a word. For this, clues such as the general meaning of the sentence or the text, the relationship

between the sentence harboring the unknown word and other sentences, the type of the unknown word, its affixes, punctuation and conjunctions can be helpful. Once teachers teach their students how to use these clues and create awareness, students can comprehend the text without having to depend on a dictionary.

Dividing the words in the target language into roots and affixes, knowing the functions these affixes have, what kind of a meaning they add to the word and how they are used are also among vocabulary learning strategies. Teaching affixes with their meanings and functions in Turkish as a foreign language lessons will not only facilitate vocabulary learning, but also grasping the mentality of the language, as Turkish is an agglutinative language. For instance, a student knowing the meanings and functions of the affixes in Turkish will not have to check his dictionary for words such as “gözlük (glasses), gözlükçü (optician), gözlükçülük (opticianry), gözcü (spotter)” once he learns the word “göz (eye)”; he will at least know that these words are related with “göz (eye).”

Keeping vocabulary notebooks involving the new vocabulary learnt in the class is also a strategy to improve vocabulary for students. This way, the students will find the opportunity to review what they have learned and to assess themselves.

Using a dictionary is also among vocabulary learning strategies. Bilingual dictionaries having the equivalents of words in the target and the native languages are commonly used on beginner level. In addition, dictionaries defining a word in the target language and offering synonyms to it, and those supported by exemplary sentences and pictures are of great benefit in vocabulary teaching.

1.3. Aim of the Research

The aim of this research is to specify the learning strategies that students use while learning Turkish as a foreign language and how effective these strategies are on learning vocabulary. To this end, the sub-problems of this research were composed as follows:

1. Which language learning strategies do the students use while learning Turkish as a foreign language?
2. Does the instruction of language learning strategies affect students' level of utilizing language learning strategies?
3. Does the practice of language learning strategies affect students' success in vocabulary?

2. METHOD

2.1. Research Model

In this research, the pretest – posttest control group model was used with the aim of specifying the learning strategies adopted by students and measuring the differentiation between the situations before and after learning strategies are taught. In accordance with this model, two groups were created as the control group and the experimental group. Certain processes of measurement were conducted in each group before and after the experiment.

Table 1: Experimental Pattern

Group	Tests and Scales	Experimental Pattern	Tests and Scales
Experimental Group	Language Learning Strategies Scale Vocabulary Success Test	Teaching language learning strategies	Language Learning Strategies Scale Vocabulary Success Test
Control Group	Language Learning Strategies Scale Vocabulary Success Test	Traditional teaching	Language Learning Strategies Scale Vocabulary Success Test

In this study, the experimental group received language learning strategies education, while the control group was taught without language learning strategies education. The strategies applied on the experimental group are: Predicting the meaning of a word, asking the synonym/antonym of a word, associating the word with its pieces, creating concept maps, repeating the word orally and by writing, utilizing songs and advertisements in the target language, dividing the word into its root and affixes, underlining the unknown word, connotation, composing word lists and keeping a vocabulary notebook.

2.2. Universe and Sampling

The universe of this research is constituted by students learning Turkish in Turkey as a foreign language, whereas the sampling consists of 40 students studying in Istanbul University Language Center and having B2 level in accordance with European Language Portfolio, 20 of which were involved in the experimental group, while the other 20 were in the control group.

2.3. Data Gathering Tools and Data Analysis

The data in this study was gathered with “Language Learning Strategies Scale”, which was developed by Oxford (1990) and adapted into Turkish by Demirel (2009), and with “Vocabulary Success Test”, which was developed by the researcher. Vocabulary Success Test involves the meaning and the usage of 20 previously untaught words which existed in the topics to be covered in the following 3 weeks, the time period necessary for the experimental procedures to be accomplished.

The data of this research was analyzed via SPSS 11.00 software. For all the statements in Language Learning Strategies Scale, the options “Completely Agree (5)”, “Agree (4)”, “Undecided (3)”, “Disagree (2)”, and “Completely Disagree (1)” were used. In Vocabulary Success Test, knowing the meaning of a word and using the word in a sentence were separately awarded with 1 point each.

3. FINDINGS

The number of questions and the strategy groups assessed by each chapter of Language Learning Strategies Scale (Oxford, 1990) used in this research were given in Table 2.

Table 2: The Strategy Groups in Language Learning Strategies Scale

Chapter	Number of Questions	Strategy Groups
Chapter A	10 questions	Memory Strategies
Chapter B	10 questions	Cognitive Strategies
Chapter C	10 questions	Compensation Strategies
Chapter D	10 questions	Metacognitive Strategies
Chapter E	5 questions	Affective Strategies
Chapter F	5 questions	Social Strategies

3.1. Findings and Comments Regarding the First Sub-problem

The first sub-problem of the research was presented as “Which language learning strategies do the students use while learning Turkish as a foreign language?” To solve this problem, the Language Learning Strategies Scale was performed on the students both in the experimental group and the control group before starting the experiment.

The average values of pretest strategy usage for the students in the experimental and the control groups are given in Table 3.

Table 3: The Average Value of Pretest Strategy Usage for the Experimental and Control Groups

Group	Strategies	X	Group	Strategies	X
Experimental Group	Memory Strategies	3,20	Control Group	Memory Strategies	3,22
	Cognitive Strategies	3,12		Cognitive Strategies	3,11
	Compensation Strategies	2,92		Compensation Strategies	2,74
	Metacognitive Strategies	3,30		Metacognitive Strategies	3,22
	Affective Strategies	2,27		Affective Strategies	2,81
	Social Strategies	3,26		Social Strategies	3,21
	Average	3,01		Average	3,06

When Table 3 is analyzed, it can be seen that the students in the experimental and the control groups both utilize language learning strategies at a medium level. The strategies practised by the students while learning Turkish were metacognitive strategies, social strategies, memory strategies, cognitive strategies, compensation strategies and affective strategies. Metacognitive strategies are those which enable students to regulate and assess their own processes of learning. In other words, these strategies involve certain tasks such as utilizing our background knowledge while learning something new, associating former knowledge with what is being learnt, organizing the new information and focusing on it. The fact that metacognitive strategies are the most commonly preferred strategies for students shows that students are eager to

consciously organize their own learning environment. This situation can be explained by the fact that all the students in the experimental group have experience in learning a foreign language, as they all know another foreign language other than Turkish. The second most commonly used strategy group is social strategies, which can be justified by the fact that the students are learning Turkish in a country where it is spoken as the mother tongue, since their exposure to the language is not limited to the classroom and they use the language to interact with the environment surrounding them. Memory strategies are the third most commonly used strategy group. These strategies help students store information in the long-term memory and they involve elements such as utilizing visuals and sounds, establishing mental connections and repetition. The practice of these strategies can be explained by the fact that teachers often refer to audio-visual materials in the class and they appeal to regular repetition especially for teaching vocabulary. Another group of strategies that students employ is cognitive strategies. These are the strategies that students adopt in order to practice the target language, to convey and receive messages and to produce structures in the target language. Similar to social strategies, students' practice of cognitive strategies can be justified by the fact that they are learning Turkish in an environment where it is spoken as the mother tongue, as students not only have the opportunity to practice the language, but they also have to produce new structures to achieve communication. The two strategy group which the students use the least frequently is compensation strategies and affective strategies. Compensation strategies are those which help students overcome the problems obstructing communication and which involve tasks such as guessing the unknown word, using body language and asking for help. The fact that these strategies are less commonly utilized by students can be explained by the language level of the students in the experimental group, which is B2 according to the European Language Portfolio, as students at B2 level have Turkish knowledge enough to maintain communication without difficulty. Affective studies help students control their emotions through procedures such as reducing anxiety and self-encouragement. Utilizing these strategies less frequently implies that affective notions such as motivation and behavior have been neglected during teaching process.

When the literature is reviewed, it is seen that studies carried out in and out of Turkey point at similar results regarding the practice of language learning strategies. In the research conducted by Hamamcı on students learning English in the preparatory department of Düzce University (2012), metacognitive and cognitive strategies were found to be used the most frequently by the students, whereas affective strategies were used the least frequently. In the research conducted by Demirel in Erciyes University School of Foreign Languages, it was found out that students used compensation, social and metacognitive strategies the most frequently and that students utilized strategies at a medium level. In their study investigating the learning strategies utilized by secondary school students while learning English, İzci and Sucu concluded that the students used metacognitive and memory strategies the most commonly and they had a medium level of strategy usage (2011). Metacognitive strategies were also present as the most commonly used strategies in Bekleyen's study which investigated candidate English teachers' levels of using language learning strategies. In their study on Iranian university students learning English as a foreign language, Grami and Baighlou concluded that the students utilized metacognitive strategies most frequently. In Grossman's study (2011), which focused on the strategies adopted by successful and unsuccessful students, it is seen that the students used metacognitive strategies the most commonly.

3.2. Findings and Comments Regarding the Second Sub-problem

The second sub-problem of the research was presented as "Does the instruction of language learning strategies affect students' level of utilizing language learning strategies?" In order to solve this subproblem, the Language Learning Strategies Scale, which was formerly performed as a pretest, was performed again at the end of the experimental study, both on the experimental group having been taught about learning strategies and on the control group.

The average values of posttest strategy usage for the students in the experimental and the control groups are given in Table 4.

Table 4: The Average Value of Posttest Strategy Usage for the Experimental and Control Groups

Group	Strategies	X	Group	Strategies	X
Experimental Group	Memory Strategies	3,71	Control Group	Memory Strategies	3,20
	Cognitive Strategies	3,74		Cognitive Strategies	3,18
	Compensation Strategies	2,98		Compensation Strategies	2,80
	Metacognitive Strategies	3,87		Metacognitive Strategies	3,38
	Affective Strategies	2,96		Affective Strategies	2,87
	Social Strategies	3,61		Social Strategies	3,08
Average		3,47	Average		3,08

When Table 4 is examined, it is visible that at the end of the experimental process during which strategy education was given, differences in the average values of strategy utilization of the students in the experimental group appeared. Strategy utilization average of the students before the application, which was 3,01, increased up to 3,47 at the end of the experiment. On the other hand, no significant difference was witnessed between the average values of strategy utilization of pretest and posttest conducted on the control group (pretest: 3,06, posttest: 3,08).

3.3. Findings and Comments Regarding the Third Sub-problem

The third sub-problem of the research was presented as “Does the practice of language learning strategies affect students’ success in vocabulary?” To solve this subproblem, the Vocabulary Success Test was performed on both the experimental group and the control group as pretest and posttest, and the results were compared.

In Vocabulary Success Test, knowing the meaning of a word and using the word in a sentence were separately awarded with 1 point each. Accordingly, the highest point that a student can get from a success test involving 20 words is 40.

Pretest and posttest results of the students in the experimental group in Vocabulary Success Test are given in Table 5.

Table 5: Pretest and Posttest Results of the Experimental Group in Vocabulary Success Test

Tests	N	X	Sd	t	p
Pre-test	20	19,21	4,96	5,98	.000
Post-test	20	30,16	6,28		

($P < 0.05$)

The average success value of the students in the experimental group, which was 19,21 before the application, increased up to 30,16 at the end of the experiment. According to this, it can be said that a statistically significant difference between pretest and posttest results of the experimental group in Vocabulary Success Test came out.

This differentiation between the pretest and posttest scores of the experimental group who were taught about the strategies points at the effect of language learning strategies on improving vocabulary skills. This finding from the research corresponds to the findings of other studies dealing with the success in language learning through the practice of strategies. A significant correlation between success in language learning and the frequency of the practice of strategies was specified in the research conducted by Aziz (2007). On the other hand, Demirel's research (2012) suggests that the success levels of students in foreign language examinations increase when they utilize language learning strategies more frequently. A significant correlation between the utilization of language learning strategies and academic success was also determined in the research conducted by Sariçoban and Sarıcaoğlu (2008). The studies of Takac (2008) and Hatch and Brown (2000) also point at the connection between the success in learning new vocabulary and language learning strategies.

Pretest and posttest results of the students in the control group in Vocabulary Success Test are given in Table 6.

Table 6: Pretest and posttest results of the control group in Vocabulary Success Test

Tests	N	X	Sd	t	p
Pretest	20	21,78	4,96	1,44	.17
Posttest	20	25,09	6,28		

(P>0.05)

The average success value of the students in the control group, which was 21,78 before the application, was observed to be 25,09 at the end of the experiment. Accordingly, there is no statistically significant difference between pretest and posttest results of the control group in Vocabulary Success Test.

4. DISCUSSION and RESULTS

The main purpose of learning a foreign language is acquiring the comprehension and commentary skills in the target language. Acquiring the comprehension and commentary skills is possible by learning sufficient vocabulary together with the grammar of the target language. The studies conducted in this field (Cesur and Fer, 2011; Cohen, 2003; Cook, 2001; Demirel, 2012; Hişmanoğlu, 2000; Nation, 2005; Oxford, 1990; Shillaw, 1995, etc.) point out the importance of the learning strategies in learning a foreign language. According to the results obtained from this study, the learners who learn Turkish as a foreign language use language learning strategies in medium level. This finding of the study overlaps with other findings of the studies which was also about the use of language learning strategies in learning a foreign language (Ayırır, et al., 2012; Bekleyen, 2006; Demirel, 2012; İzci and Sucu, 2011). According to the results of this study the language learning strategies that the students use while learning Turkish is in the sequence of metacognitive strategies, social strategies, memory strategies, cognitive strategies, compensation strategies and affective strategies. (The probable reasons of this sequence is explained in the "Findings and Comments" part of this study.) In other words, the students mostly use metacognitive strategies and affective strategies the least. Bekleyen (2006), Grami and Baighlou (2011), Grossman (2011), Hamamcı (2012), İzci and Sucu (2011) have also reached the conclusion that the students use mostly metacognitive strategies and affective strategies less. The rare use of affective strategies means while learning the language the students are left with lack of motivation, attitude and anxiety. While learning Turkish the students come up with some psychological obstacles like stress, anxiety, being introverted and having fear and to overcome them there is a need to teach and conduct activities like listening to the music, role playing, keeping a diary, sharing the feelings with the others and rewarding themselves in the classroom.

Another finding of this study is the correlation between the students' level of strategy use and the achievement in vocabulary knowledge. This finding of the study supports the findings of other studies which was conducted to research the correlation between the students' level of strategy use and the achievement (Aziz, 2007; Cesur and Fer, 2011; Demirel, 2012; Erhman, et al., 2003; Hatch and Brown, 2000; Sariçoban and Sarıcaoğlu, 2008; Takac, 2008, etc.).

When the importance of the use of learning strategies in learning a language taken into consideration there is a need to give guidance for the students to use the learning strategies in higher levels. In this way the students will be provided with more long lasting language knowledge and through learning to learn by themselves their dependence on the teacher will be less. Each student developing his/her own way of learning means that each student use language learning strategies consciously or subconsciously. At this point the responsibility of the teacher is making sure that the students learn the language more easily and have more long-lasting language knowledge by teaching them learning strategies and helping them choose the most appropriate way of learning for themselves. For this reason, foreign language teachers should know how to use and teach language learning strategies to the learners.

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Uzun Özet

Bu çalışmanın amacı yabancı dil olarak Türkçe öğrenen öğrencilerin kullanmış oldukları dil öğrenme stratejilerini ve bu stratejilerin sözcük öğrenimine etkisini belirlemektir.

Son yıllarda eğitimde davranışçı yaklaşımdan bilişsel yaklaşıma doğru bir yönelme söz konusudur. Davranışçı yaklaşımda öğrenme materyalinin öğrenmeyi nasıl etkilediği üzerinde durulurken, bilişsel yaklaşımda bilginin bellekte nasıl işlendiği ve yapılandırıldığı anlaşılmaya çalışılır. Bilişsel yaklaşıma olan ilginin artmasıyla, öğrenci merkezli yaklaşımlar ve öğrencilerin bireysel öğrenme farklılıklarının araştırılması önem kazanmıştır. Eğitim anlayışındaki bu değişikliğe paralel olarak, öğrencilerin yeni bilgileri anlamak, öğrenmek ve hatırlamak için ne tür yöntemler kullandıkları üzerinde durulmuş, bu da öğrenme stratejilerine olan ilgiyi arttırmıştır.

Öğrenme stratejileri, bireyin öğrenme sırasında kullandığı ve öğrenmeyi kolaylaştıran her türlü yaklaşım ve davranışlardır. Öğrenme stratejileri ile öğrencinin öğreneceği bilgileri seçmede, edinmede, düzenlemede ve bütünleştirmede en etkili yolları izlemesi amaçlanmaktadır. Bu nedenle öğrenme stratejilerinin öğretilmesi ve ders kitaplarında kullanılması, öğrenmenin tam olarak gerçekleşmesi bakımından son derece önemlidir.

Öğrenme stratejilerinin önemini kavranması, bu stratejilerden yabancı dil öğreniminde de yararlanılmasını sağlamıştır. Yabancı dil öğreniminde kullanılan stratejiler, 'dil öğrenme stratejileri' olarak adlandırılmaktadır. Dil öğrenme stratejileri, öğrencilerin yabancı dilde becerilerini geliştirmek, yeni öğrenilenleri içselleştirmek, keşfetmek ve kullanmak için çoğunlukla planlı olarak kullandıkları belli etkinlik, davranış ya da tekniklerdir.

Sözcük öğretimi ve sözcük dağarcığının geliştirilmesi uzun bir süreç gerektiren çok boyutlu bir işittir. Çünkü sözcükler, ilk kez duyulduklarında anlamlandırılabilir ama belleğe iyi yerleştirilmezlerse bir süre sonra unutulabilir. Sözcük öğrenimi üzerine yapılan araştırmalar, en yaygın sözcük öğrenme stratejisinin tekrar etme ve sözcükle ilgili pratik yapma olduğunu göstermektedir. Özellikle sözcük kartları kullanarak yapılan tekrar, sözcüğün şekli ile anlamı arasındaki bağlantıyı güçlendirdiği için daha çok tercih edilmektedir. Yabancı dil öğretiminde kullanılabilecek diğer sözcük öğrenme stratejileri şunlardır: Sözcüklerin zihinde gruplanarak ve birbirleri ile ilişkilendirilerek öğretilmesi, anlam haritaları oluşturmak,

sözcüğün anlamını tahmin etmeye çalışmak, hedef dildeki sözcükleri ek ve köklerine ayırmak, sözcük defterleri tutmak ve sözlük kullanmak.

Bu araştırmada öğrencilerin kullanmış oldukları öğrenme stratejilerini belirlemek ve öğrenme stratejileri eğitimi öncesi ve sonrası gruplar arasındaki farklılaşmayı ölçmek için ön test-son test kontrol gruplu model kullanılmıştır. Bu modele göre kontrol ve deney grubu olmak üzere iki grup oluşturulmuştur. Her iki grupta da “Dil Öğrenme Stratejileri Ölçeği” ve “Sözcük Bilgisi Başarı Testi” ön test ve son test olarak uygulanmıştır. Deney grubuna dil öğrenme stratejileri öğretimi yapılarak, kontrol grubunda ise dil öğrenme stratejileri öğretimi yapılmadan eğitim verilmiştir.

Bu araştırmanın evrenini Türkiye’de yabancı dil olarak Türkçe öğrenen öğrenciler, örneklemini ise İstanbul Üniversitesi Dil Merkezi’nde Türkçe öğrenen ve Avrupa Dil Portfolyosu’na göre B2 düzeyinde olan 20 deney, 20 kontrol grubu olmak üzere toplam 40 öğrenci oluşturmaktadır.

Bu araştırmanın verileri Oxford (1990) tarafından geliştirilen ve Demirel (2009) tarafından Türkçeye uyarlaması yapılan “Dil Öğrenme Stratejileri Ölçeği” ve araştırmacı tarafından geliştirilen “Sözcük Bilgisi Başarı Testi” ile toplanmıştır. Sözcük Bilgisi Başarı Testi, öğrencilerin denel işlemler bitinceye kadar 3 haftalık sürede görecekları konularda bulunan, daha önce sınıfta öğretilmemiş 20 sözcüğün anlamını ve cümle içinde kullanımını içermektedir.

Bu araştırmanın verileri SPSS 11.00 programı kullanılarak çözümlenmiştir. Dil Öğrenme Stratejileri Ölçeği’nde yer alan tüm ifadeler için “Tamamen Katılıyorum (5)”, “Katılıyorum (4)”, “Kararsızım (3)”, “Katılmıyorum (2)”, “Hiç Katılmıyorum (1)” dereceleri kullanılmıştır. Sözcük Bilgisi Başarı Testinde ise sözcüğün anlamını bilme 1 puan, sözcüğü cümle içinde kullanma 1 puan olarak derecelenmiştir.

Yabancı dil olarak Türkçe öğrenen öğrencilerin kullanmış oldukları dil öğrenme stratejilerini ve bu stratejilerin sözcük öğrenimi üzerindeki etkililiğini belirlemek amacıyla yapılan bu çalışmada aşağıdaki sonuçlara ulaşılmıştır:

1. Deney öncesinde öğrencilerinin dil öğrenme stratejilerini orta düzeyde kullandıkları görülmüştür. Deney grubunun strateji kullanım ortalaması 3.01; kontrol grubunun strateji kullanım ortalaması ise 3.06’dır.

2. Deney ve kontrol grubundaki öğrenciler en çok üst bilişsel, sosyal ve bellek stratejilerini kullanmaktadırlar. Eksik giderme ve duyuşsal stratejileri ise daha az kullanmaktadırlar.

Deney grubundaki öğrencilerin dil öğrenme stratejilerini kullanım ortalamaları şu şekildedir: Bellek stratejileri: 3.20, bilişsel stratejiler: 3.12, eksik giderme stratejileri: 2.92, üst-bilişsel stratejiler: 3.30, duyuşsal stratejiler: 2.27, sosyal stratejiler: 3.26. Kontrol grubundaki öğrencilerin dil öğrenme stratejilerini kullanım ortalamaları ise şöyledir: Bellek stratejileri: 3.22, bilişsel stratejiler: 3.11, eksik giderme stratejileri: 2.74, üst-bilişsel stratejiler: 3.32, duyuşsal stratejiler: 2.81, sosyal stratejiler: 3.21.

3. Uygulama sonunda, strateji öğretiminin yapıldığı deney grubunun strateji kullanım ortalamalarında artış görülmüştür. Deney grubunun strateji kullanım ortalaması 3.01’den 3.47’ye yükselmiş ve bu fark istatistiksel olarak anlamlı düzeyde bulunmuştur. Kontrol grubunun ise ortalaması 3.06’dan 3.08’e yükselmiştir, ancak bu fark istatistiksel olarak anlamlı düzeyde farklılaşmaya yol açmamıştır.

4. Strateji öğretiminin yapıldığı deney grubunun ön test ve son test başarı puanları arasında anlamlı bir farklılaşma görülmüştür. Deney grubunun sözcük bilgisi başarı testi ortalaması 19.21’den 30.16’ya yükselmiş ve bu fark istatistiksel olarak anlamlı düzeyde bulunmuştur. Kontrol grubunun ortalaması ise 21.78’den 25.09’a yükselmiş, ancak bu artış istatistiksel olarak anlamlı düzeyde farklılaşmaya yol açmamıştır.

Yabancı dil öğreniminin temel hedefi, hedef dilde anlama ve anlatma becerilerini kazanmaktır. Anlama ve anlatma becerilerinin kazanımı da hedef dilin gramer kurallarıyla beraber kelimelerinin de yeterli düzeyde öğrenilmesiyle mümkündür. Bu alanda yapılan çalışmalar (Cesur ve Fer, 2011; Cohen, 2003; Cook, 2001; Demirel, 2012; Hişmanoğlu, 2000; Nation, 2005; Oxford, 1990; Shillaw, 1995, vb.), yabancı dil öğreniminde dil öğrenme stratejilerinin önemine işaret etmektedir. Dil öğrenme stratejilerinin kullanımının dil öğrenmedeki önemi göz önünde bulundurulduğunda, öğrencilerin dil öğrenme stratejilerini daha yüksek düzeyde kullanmaları konusunda yol gösterici olunmalıdır. Böylelikle öğrencilerin hem daha kalıcı öğrenmeleri sağlanacak hem de kendi kendilerine öğrenmeyi başarıları suretiyle öğretmene bağımlılıkları azalacaktır. Her öğrencinin kendine göre geliştirdiği bir öğrenme yolunun olması, yabancı dil

öğrenen her öğrencinin de bilerek ya da farkında olmadan kullandığı stratejiler olduğu sonucunu doğurmaktadır. Bu noktada öğretmene düşen görev ise dil öğrenme stratejilerini öğrencilere öğretmek ya da onların kendilerine uygun stratejileri seçmelerine yardımcı olarak daha kolay ve kalıcı öğrenmelerini sağlamaktır. Bu nedenle yabancı dil öğrenme stratejilerinin yabancı dil öğretmenleri tarafından bilinmesi, kullanılması ve öğrenciye öğretilmesi gerekmektedir.

Citation Information

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