THIRD LANGUAGE LEARNING STRATEGIES OF ELT LEARNERS STUDYING EITHER GERMAN OR FRENCH

ALMANCA YA DA FRANSIZCA ÖĞRENEN İNGİLİZ DİLİ EĞİTİMİ ÖĞRENCİLERİNİN ÜÇÜNCÜ DİL ÖĞRENME STRATEJİLERİ

Şule ÇELİK KORKMAZ

ÖZET: Bu çalışma, öncelikle, İngiliz Dili Eğitimi öğrencilerinin üçüncü dil olarak Almanca ya da Fransızca öğrenirken en çok ve en az sıklıkla kullandıkları dil öğrenme stratejilerini araştırmaktadır. Grupların bağımsız gruplar t-test ve ortalama sonuçları karşılaştırılarak, iki grubun strateji kullanımı arasında fark olup olmadığı da incelenmiştir. Ayrıca, öğrencilerin strateji kullanımları ve başarıları arasında bir ilişki olup olmadığını ortaya çıkarmak da amaçlanmıştır. Nicel sonuçlar iki gruptan katılımcıların paralel stratejiler kullandıklarını; telafi stratejilerinin en çok sıklıkla kullanılanlar ve duyuşsal stratejilerinin en az sıklıkla kullanılanlar olduğunu ortaya çıkartmıştır. Fransızca öğrenen öğrenciler tarafından kullanılan hafıza stratejileri dışında katılımcıların başarısı ve strateji kullanımları arasında pozitif bir ilişki bulunmamıştır. Üstelik Almanca öğrenen öğrencilerin duyuşsal strateji kullanımları ve akademik başarıları arasında negatif bir ilişki bulunmuştur. Sonuçlar mülakat sonuçları ışığında tartışılmıştır.

Anahtar Kelimeler: Çok dillilik, üçüncü dil öğrenme, Dil öğrenme stratejileri.

ABSTRACT: The present study mainly explores the most and the least frequently used language learning strategies of ELT learners when learning German or French as their L3. Comparing independent samples t-test results and mean scores of the groups, it was investigated whether there is any difference in the use of language learning strategies of both groups. Moreover, the study aimed at finding out whether there is a correlation between the learners' strategy use and their success. The quantitative results revealed that the participants from both groups employed parallel strategies; compensation strategies emerged as the most frequently used ones whereas affective strategies appeared as the least frequently used ones. Moreover, no positive significant correlation was found between the use of strategies and the participants' success except for the memory strategies used by learners who were studying French. In addition that negative correlation was found between the learners' affective strategy use and academic success when learning German. The results were discussed in the light of the interview results.

Key Words: Plurilinguism, Third language learning, Language learning strategies.

1. INTRODUCTION

Individual plurilinguism is one of the most fundamental principles in the field of education to be able to communicate at international level (Bulajeva and Hogan-Brun, 2010). There are various factors to promote individual plurilinguism such as 'the linguistic heterogeneity of a country or a region, specific social and religious attitudes or the desire to promote national identity' (Tucker, 1998: 4), international contacts due to moving between countries (Hammarberg, 2009), greater exposure of languages through media (Hammarberg and Williams, 2009), and transculturation (Brady and Shinohara, 2000). With the proposal of Common European Framework of Reference for Languages which aims to achieve the standards of learners in different countries to create a close link between language, culture and the European identity to achieve a common communicative sphere (Council of Europe, 2001), individual plurilingualism and plurilingual competence have come forth as cornerstones for European integration (Breidbach, 2002). However, the Principle Law on Turkish National Education with regard to foreign language teaching aims at only communicating in the target language in addition to developing knowledge and positive attitudes towards other languages and cultures in the process of becoming a member of European Union (Çetintaş, 2009). In Turkey, a second foreign language has been taught either as a compulsory or an elective course from primary school onwards depending on school types as a result of the education reform carried out in 1997/1998 school year. Moreover, students at Turkish universities have opportunity to progress in a foreign

---

* Lecturer of English, ELT Department, Faculty of Education, Bursa Uludağ University, Turkey. E-mail: scelik@uludag.edu.tr

language and mostly prefer learning English 85 %, then German 7-8 %, and thirdly French 4-5%. On the other hand, they also need to learn a third language to be two jumps ahead of those with one foreign language in severe competition environment in Turkey (Darancık, 2008). As Demirel (1991) suggests, second foreign language has been an elective course in current foreign language teacher education programme since 2006-2007. Integrating a second foreign language into the foreign language teacher education programme enables prospective foreign language teachers to be more aware of the language learning process, as they could be exposed to additional language learning process which they could make use of already possessed language learning strategies.

In that, third language learning is influenced by the process and product of a second language acquisition due to having more strategies and a higher level of metalinguistic strategies (Jessner, 2008; Wei, 2003; Clyne et al., 2004; Cenoz and Jessner, 2000). In the process of a third language learning, cultural background and learners' individual personality (Tucker, 1998), and linguistic distance either as a facilitator or a code-mixing when learning forms (Cenoz et al., 2001) account for various ways of children's learning their second or later languages in order to develop language awareness and learning strategies. That is to say, making comparisons across languages, transferring knowledge of language structures, vocabulary and phonetics can both facilitate and hamper L3 learning process. English is typologically a Germanic language but historical events have resulted in a large number of loan words from Latin and Romance languages (mainly French) into English (Ibid). Therefore, people whose L1 or L2 is English might make use of linguistic distance as a facilitator when learning German or French. Learning a third language, particularly in institutional contexts, increases learners' desire to learn another languages depending on the school's curricular organization, language learning goals and language teaching methodology and whether the language is a compulsory or a chosen to be learnt (Bono and Stratilaki, 2009; Humphreys and Spratt, 2008; Jean-Claude and Micheal, 2002).

1. 1. Language learning strategies

Language learning strategies have been described in general as steps taken by a learner to progress in his/her learning, as tools for active, self-directed involvement in order to develop communicative competence (Oxford, 1990); specific actions employed by a learner during learning (Griffiths, 2003); 'a conscious technique used by a learner purposely assist the language learning process' (Grainger, 2005: 328).

Since the late 1970's, there has been a shift from the teaching methodology to learner characteristics and how the process of language learning is influenced by individual differences including the learners' strategies, language proficiency, learning styles, aptitudes, attitudes, motivation, cultural and educational background etc. (Jing, 2010; Riazi, 2007). Individual learners' variations should be taken into consideration when investigating language learning strategies due to having no fixed strategies to be used by all learners but an individual (Bull and Ma, 2001). Some experienced learners can adapt very useful learning strategies by means of which they can speed up the process or lessen the potential frustration of learning a language. Thus, this particular study aims to investigate learning strategies of adult learners who are candidates of foreign language teachers. In addition, individual awareness of their learning preferences and strategies and how they organize and use them efficiently in transferring to new language learning (Psaltou-Joycey, 2008) requires a close investigation. Language learning strategies help students direct their learning and language use (Hong-Nam and Leavell, 2006; Du Bois and Staley, 1997) and develop learner autonomy (Hsiao and Oxford, 2002), as long as these are effective strategies employed to facilitate learning.

Language learning strategies have been investigated in relation to different points in language learning such as different language skill areas (Tsaı et al., 2010; Mcmulen, 2009; Santos et al., 2008; Walters, 2007; Phakiti, 2003; Segler et al. 2002), cultural issues (Sung, 2011; Jang and Jimenez, 2011; Psaltou-Joycey, 2008), affective factors (Gao, 2010; Chun-huan, 2010; Deniz, 2010), technology (Bull, 1997), and language proficiency (Park, 2010; Hong- Nam and Leavell, 2006; Anderson, 2005; Griffiths, 2003; Pintrich, 1999, Green and Oxford, 1995).

The findings of the studies above which were conducted to determine whether learners' language learning strategy use correlates with learners' language proficiency supported that more strategic learners were more successful than less strategic ones.

Another body of research on strategy use is comparing second language learners' strategies with multilinguals'. The results revealed that multilinguals internalize grammatical systems in a new language more quickly than learners with one language or two due to having diverse experience of different grammatical forms (Kemp, 2007), wide range of metacognitive abilities possessed by multilinguals could be used as facilitators and potential resources for learning a new language (Moore, 2006), and multilinguals were better than monolinguals in choosing more appropriate strategies according to the language tasks given (Nayak et al., 1990).

1. 2. Aim of the study

This study aimed to explore firstly the most and the least frequently used third language learning strategies of ELT learners when learning German or French as their L3, secondly, whether there is any difference in the use of the third language learning strategies of both groups, and finally whether there is a correlation between learners' L3 strategy use and their success.

2. METHODOLOGY

2. 1.The context and the participants of the study

This study was conducted with 111 third grade ELT student teachers enrolled in Uludag University Faculty of Education English Language Teaching Department. The participants of the study were already proficient in two languages, Turkish as a native language and English as a first foreign language which is also the language they are going to teach throughout their profession. In the third year of ELT teacher education programme in Turkey, there is a 2 credit elective second foreign language course lasting two academic terms. As this course was an elective course, among those prospective English teachers, 35 participants 7 of whom were male chose French and 76 participants 10 of whom were male chose German as a third language. 10 participants from each group (15 female and 5 male) were administered informal interviews. The participants were all volunteers to be a part of the study and share their ideas.

2. 2. Data collection tools and procedure

Oxford's (1990) Strategy Inventory for Language Learning (SILL): version 7.0 for speakers of other languages learning English which was used by various researchers in different language learning strategy studies (in more than 40 studies including 12 dissertations, Green and Oxford, 1995, p. 264) was administered in this study due to its high validity, reliability and utility results (Anderson, 2005). Based on the Cronbach's alpha, the internal consistency reliability of the SILL used in this study was 0,896 in general; 0, 90 for German and 0, 87 for French in particular. The inventory was adapted by changing only the word "English" into "German or French". The participants were already at advanced level in English, so the inventory was administered in English rather than translating it into Turkish. The SILL inventory consists of six strategy types such as memory, cognitive, compensation, metacognitive, affective and social ones to find out to what extent students use these strategy types (for further information see Oxford, 1990, pp. 18-21). Moreover, the participants' first term *German and French exam results* were taken from their instructors to find out whether there is a correlation between learners' strategy use and their grades. Finally, i*nformal interviews* were conducted in order to triangulate the results and to delve into the results obtained from the SILL. All the interviews were conducted by the researcher through tape-recording and in Turkish.

2. 3. Data analysis

The data obtained from the SILL were analyzed by the SPSS programme, mainly through mean reported frequencies of strategy use across all categories to identify the most and the least frequently used strategies in both groups. In order to investigate whether there was a difference in the use of the strategies between the two groups, independent samples t-test was used owing to the fact that the

participants in this study were different in numbers (76 learners with German and 35 learners with French as their L3). Moreover, mean results of both groups were compared based on each strategy category and individual item. Pearson correlation was used to find out whether there is a significant correlation between learners' language learning strategy use and their success in the course. Finally, content analysis was used to analyze the answers of the interviewees.

3. RESULTS

3.1. Strategy use of learners with German as their L3

The results of the mean scores regarding the strategy categories revealed that the most frequently used strategy category is compensation strategy (mean=3,03), followed by memory strategy (mean=2,94), metacognitive strategy (mean =2,85), social strategy (mean=2,70), and cognitive strategy (mean =2,67). The least frequently used strategy is affective strategy (mean= 2, 56).

Among 50 items in the SILL, the researcher decided to present and discuss extreme points, the first and the last five strategies, to compare the most frequently and the least frequently used strategies. The mostly used strategy was from the compensation category, namely, guessing strategy to understand unknown German words (mean= 3.95). Secondly, they thought of the relationships between what they already knew and new things when learning German (mean=3.86). Thirdly, they stated that they paid attention when someone was speaking German (mean= 3.67). Fourth one is from social category that the participants asked the other person to slow down or say it again when they did not understand something in German (mean= 3.67). Finally, they preferred remembering new German words or phrases by remembering their location on the page, on the board, or on a street sign (mean=3.57).

The results were not confusing when the data obtained from the interviews were analyzed. Regarding the guessing strategy and thinking of the relationships between known one and new one, among 10 interviewees, most of them (7) stated that they made use of their English knowledge (their L2) to guess and associate the meaning. S3 expressed; *'I try to compare German with English; there are many similarities between these languages'*. Moreover, S7 said; *'I try to familiarize the words which I learned new with English words, then they remind me the words' meaning'*. Using paying attention when someone is speaking and asking someone to slow down when speaking could be explained by the students' statements emerging from the interview data: S4 stated; *'our class is a mixed ability one, there are some students who speak German better than the rest, so when they are speaking, we have to pay attention more and ask for slowing down'*; and S9 said something about the methodology of the course; *'...we have just two hours a week, so we mostly focus on grammar and vocabulary parts in the book by skipping speaking and listening activities'*. With regard to the strategy concerning the remembering their location on the page or on the board, the statement of S10 could be explanatory; *'I don't have enough time to focus on studying another language, I mainly study for passing the exam. Knowing that the questions will be formed from the book, I try to memorize everything in the book or in my notebook. Keeping the location on the page with its pictures helps me to remember in the exam'*. As is seen, language distance, how the language is thought, the time of exposure, and being evaluated by the exams are the reasons for using the most frequently used strategies in this study.

When the last five strategies are considered, the last fifth one was about physical movement that the learners rarely physically acted out new German words (mean =2.17). This result was not surprising when the participants' ages were taken into account in that all of them were adult university learners. Secondly, they reported that they scarcely wrote notes, messages, letters, or reports in German (mean=1.91). Then, they rarely read for pleasure (mean=1.79), watched German language TV shows, or went to movies (mean=1.63) in German. The least frequently used strategy was diary writing that the participants rarely wrote down their feelings in a language learning diary (mean=1.55).

As the above statements showed, the least frequently used strategies are about using the language for real communication, which could be illuminated by the interview results. S8 explained;

'We mostly focus on learning grammar rather than speaking or writing; we don't have authentic tasks to use language communicatively', and S2 said *'time is too short to learn a new language and use it in a communicative setting. My learning is mostly at receptive level rather than productive one'.* Owing to the fact that the learners were exposed to German in school context might explain the reasons for not using those strategies frequently.

3.2. Strategy use of learners with French as their L3

The mean scores of the frequency of strategy use based on the strategy categories indicated that the most frequently used category is compensation strategy (mean=3, 16), followed by memory strategy (mean=3, 07), cognitive strategy (mean =2, 87), metacognitive strategy (mean=2, 83), and social strategy (mean =2, 67). The least frequently used one is affective strategy (mean= 2, 63).

Depending on the individual items, the results revealed that the participants mostly employed the strategy of paying attention when someone is speaking French (mean=3.89). Secondly, they used guessing strategy to understand unknown French words (mean=3.80). Thirdly, they thought of the relationships between what they already knew and new things they learnt in French (mean= 3.77). Fourthly, they looked for words in their own language that were similar to new words in French (mean=3.77). The fifth frequently used strategy was relaxation strategy which were used whenever they were afraid of using French (mean=3.77).

The interview results revealed some reasons for the most frequently used strategies. Related to the strategy of paying attention when someone is speaking, S6 explained; *'I have positive attitudes towards French language, particularly the sounding of it, so I generally pay attention when the instructor is speaking in French'.* Moreover, they reported that they mostly use English to compare French as S4 stated; *'I try to find the similar words in French and in English, so it's easier to learn new words',* and S9 expressed; *'I try to find similarities between English and French, my first and second foreign language'.* Although affective strategies appeared as the last place in the rank of the frequency order, the fifth most frequently used strategy is from affective category, namely relaxation strategy. S1 stated; *'pronouncing French words is too difficult to feel relaxed, so I always remind myself to be comfortable when speaking'.*

Regarding the least five frequently employed strategies, the learners reported that they rarely looked for people they could talk to in French (mean= 2.26) and they asked for help from French speakers (mean= 2.17). Then, they rarely read for pleasure (mean= 2.14), watched TV shows, or went to movies (mean=1.97) in French. The least frequently used strategy was diary writing that the participants rarely wrote down their feelings in a language learning diary (mean= 1.43).

As is seen, the least frequently used strategies are about using French in a real setting with native speakers. Most of the interviewees (90%) stated that they do not actively use French in their daily lives or study French except for passing exam. Only S8 expressed her individual endeavor and stated that; *'I don't know French very well, I try to play computer games which were prepared for children in French. Their language is very simple and while playing this game, not only I learn new words but also I try to use that game in my assignments as an idea'.* In that, the participants were learning French in formal setting mainly by focusing on grammar and vocabulary.

3.3. The comparison of the strategy use of both groups

The learners who were learning German or French as their L3 employed parallel language learning strategies in terms of the individual items as is seen in figure 1.

Figure 1: The Comparison of the Groups' Language Learning Strategy Use Depending on the Individual Items
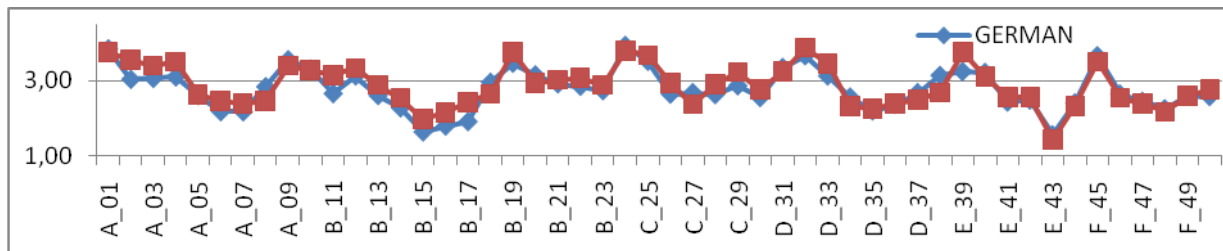
With regard to the comparison between the groups' language learning strategy use, it could be ascertained that using guessing strategy and associating known subjects with new ones were two frequently used strategies for both groups. Reading for pleasure in the target language, watching language TV shows or going to movies spoken in the target language and finally keeping a diary in L3 were reported as the last third strategies for both groups when learning their third language.

Tablo 1 indicates descriptive statistics of comparison between those learners' strategy use according to the categories.

Table 1: Independent Samples T-test Results of the Groups' Strategy Use.

Strategy Categories	Groups	t- value	df	p
Memory Strategies (A)	GERMAN	-1.141	109	.256
	FRENCH	-1.069	56.841	
Cognitive Strategies (B)	GERMAN	-1.787	109	.077
	FRENCH	-1.792	66.614	
Compensation Strategies (C)	GERMAN	-.749	109	.456
	FRENCH	-,727	61.703	
Metacognitive Strategies (D)	GERMAN	.116	109	.907
	FRENCH	.122	74.697	
Affective Strategies (E)	GERMAN	-.473	109	.637
	FRENCH	-.458	61.459	
Social Strategies (F)	GERMAN	.197	109	.844
	FRENCH	.193	62.683	

p> 0.05

As is presented in table 1, the t-test results also revealed no significant difference between the groups' strategy use according to categories. The reason for using parallel strategies when learning their third language might be explained by having common language learning history (Turkish as L1 and English as L2), which could be supported by the interview results in that most of the interviewees (8 from German group and 7 from French group) stated that they mostly use English when learning their third language.

Table 2 presents the statistical results of both groups with the aim of comparing them in terms of the frequency of strategy use.

Table 2: the Results of the Groups' Strategy Use with regard to Strategy Categories

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Memory Strategies(A)	GERMAN	76	2,9357	,52814	,06058
	FRENCH	35	3,0667	,63039	,10655
Cognitive Strategies (B)	GERMAN	76	2,6729	,52815	,06058
	FRENCH	35	2,8653	,52425	,08861
Compensation Strategies (C)	GERMAN	76	3,0504	,67988	,07799
	FRENCH	35	3,1571	,73536	,12430

Metacognitive Strategies (D)	GERMAN	76	2,8523	,75977	,08715
	FRENCH	35	2,8349	,66687	,11272
Affective Strategies (E)	GERMAN	76	2,5592	,69905	,08019
	FRENCH	35	2,6286	,75956	,12839
Social Strategies (F)	GERMAN	76	2,6996	,80093	,09187
	FRENCH	35	2,6667	,85080	,14381

Based on the findings in table 2, compensation strategies were found to be the most frequently used strategies for both groups, which is not surprising when we consider the participants' formal and exam oriented language learning context in that compensation strategy is the one which helps learners develop grammar and vocabulary. Memory strategies appeared as the secondly most frequently used ones whereas affective strategies were employed to be the least frequently used strategies for both groups. On the other hand, learners followed different order in the use of the other three strategy categories. The order of the strategy use frequency for German learners were respectively compensation, memory, metacognitive, social, cognitive and affective strategies whereas for French learners were compensation, memory, cognitive, metacognitive, social and affective strategies. Although the t-test results revealed no significant difference between the strategy uses of both groups, the descriptive statistics, mainly the mean scores, for the categories in the middle rank indicated noticeable difference.

3. 4. Correlation between learners' L3 strategy use and their success

3.4.1. The results of the group with German as L3

Table 3 indicates that there is no significant positive correlation between the learners' strategy use when learning German and their success.

Table 3: The Correlation Results between Learners' L3 Strategy Use and their Success When Learning German

Strategy Categories in the SILL	German (N= 75) Pearson Correlation
Memory Strategies (A)	r = 0,204 , p <0,05
Cognitive Strategies (B)	r = 0,214, p <0,05
Compensation Strategies (C)	r = 0,131, p <0,05
Metacognitive Strategies (D)	r = 0,065, p <0,05
Affective Strategies (E)	r = 0-,057, p <0,05
Social Strategies	r = 0,020, p <0,05

However, there appears a negative correlation between learners' affective strategies and success. That is to say, the less they use affective strategies, the higher grade they get from German exam.

3.4.2. The results of the group with French as L3

Among six categories of language learning strategies, only the learners' memory strategies revealed a significant positive correlation between the learners' strategy use and their success.

Table 4: The Correlation Results between Learners' L3 Strategy Use and their Success When Learning German

Strategy Categories Categories in the SILL	French (N= 35) Pearson Correlation
Memory Strategies (A)	**r = 0,496 [**] , p<0,01**
Cognitive Strategies (B)	r = 0,247, p <0,01
Compensation Strategies (C)	r = 0,247, p <0,01
Metacognitive Strategies (D)	r = 0,061, p<0,01
Affective Strategies (E)	r = 0,087, p<0,01
Social Strategies	r = 0,202, p<0,01

Based on the results presented in table 4, it can be stated that the more learners use memory strategies when learning French, the higher grade they get from that course. Interview results also

support this finding as is seen in the statement of S5: *'When learning grammar, I gave importance to memorizing the rules and practising them in every situation; it helps me to remember easily in the exam'.* Oxford (1990: 38) stated that "memory strategies are clearly more effective when the learner simultaneously uses metacognitive strategies, like paying attention, and affective strategies, like reducing anxiety through deep breathing". The results in 3.1 support the above quotation that the learners studying French used those strategies most frequently.

This study was designed mostly quantitatively in order to find out the strategy use of the participants studying either German or French as their L3. Thus, although the data obtained from informal interviews were valuable to clarify the results emerged from the quantitative results, the findings showing the effect of their L2 rather than their L1 on the use of third language learning strategies were confined to the interview data. Thus, this study signifies the necessity to conduct a further research to investigate the degree of learners' L1 and/or L2 dominance in the use of their third language learning strategies.

4. DISCUSSION AND CONCLUSIONS

This study aimed at investigating third language learning strategies of ELT learners when learning German or French. All of the participants in this study are going to be English teachers, so being aware of the strategies they are using or they need to use becomes more important for them than the other language learners. In that, they are those who are going to teach how to learn a foreign language to their students in addition to teaching language itself. Therefore, to be trained in terms of language learning strategies is the requirements for both language learners (Çalışkan and Sünbül, 2011) to achieve increased awareness of learning strategies and particularly language teachers (Lawes and Santos, 2007) to have more positive results and strategic behaviors for the sake of teacher development in that teaching effective learning strategies is closely related to individual teacher characteristics and experiences (Uhl Chamot, 2001). In other words, the more strategies prospective teachers and teachers experience, the better they teach effective language learning strategies to their learners.

Another point emerging from this study is about language teaching methodology which is so efficient to learn a language, to have positive attitudes towards language learning (Humphreys and Spratt, 2008). Çetintaş (2009) attests that the reasons for not teaching a foreign language efficiently in Turkey is employing inefficient teaching methods and having inconsistent language teaching policies. The learners in this study are exposed to their third language (German or English) only in a formal situation just for two hours a week. Learning a language in school contexts revealed some limitations such as insufficient time and exposing to receptive tasks in the form of vocabulary and grammar exercises rather than productive tasks and exercises which aim to develop communicative abilities. Thus, language teachers should integrate the practice of all language skills, at least speaking, to let students use and develop social strategies when learning a language despite limited time. Furthermore, it is not surprising seeing social strategies as less frequently used ones due to the unauthentic input which focuses on forms of a language rather than communication.

The findings of this particular Turkish university case indicated that when learning their third languages, both group of learners employed parallel strategies. The fact that the learners in question were already aware of how they could learn another language, and they were already aware of some universal patterns helped them be autonomous in learning their third language. This finding was in line with Hammarberg and Hammarberg, (2009) and Sercu (2007) who reported that L2 is dominantly used rather than L1 in learning a later language.

As the findings revealed, the learners were high frequency users of the compensation strategies, which is in line with the study of Chun-huan (2010), and less frequency users of affective strategies, which was also found by Sarıçoban and Sarıcaoğlu (2008). Oxford (1990) states that learners get support from compensation strategies to overcome limitations in all four skills and to make use of their own language to obtain clues for better comprehension. However, the context in this study is related to third language learning strategies which are also affected by learners' first foreign language. In their

answers throughout the interviews, most of the learners reported that they mainly made use of English when learning their third language, which indicates that language learning strategies are transferable and the strategies developed when learning a first foreign language have valuable contribution to learn a later one.

Affective strategies, the least frequently used ones in this study, refer to emotions, attitudes, motivations, and values (Oxford, 1990: 140) and the learners in the study did not feel necessity to gain control over these factors through using those strategies. The limited time which constrains students to be involved in the learning process deeply might be the reason for having low frequency in the use of those strategies. As Badea (2009) emphasized, young adults or adults learning a second/third language are already aware of the mainstream structure of every language due to the universal characteristics of human language. Therefore, the learners in this study might not have felt negative emotions or attitudes to consider those strategies consciously.

Furthermore, no significant correlation was found between learners' strategy use and their success as opposed to the results obtained by Park, 2010; Hong- Nam and Leavell, 2006; Griffiths, 2003; Green and Oxford, 1995) except for memory strategies for French group, which could be explained by the fact that French and English had a lot of shared words to be memorized as the learners expressed in the interviews. On the other hand, negative correlation between the use of affective strategies and learners' academic success when learning German, which was also reported by Sarıçoban and Sarıcaoğlu (2008) was interesting.

When learning a new language, a better understanding of the extent of the use of learning strategies is so crucial that language learners should be aware of their own strategies to get the highest benefit from language learning process. If we really expect our learners to have plurilingual competence in Turkey, every individual, particularly a language teacher, should understand how it is important to learn more than one foreign language and to develop effective language learning strategies in learning those languages.

Therefore, in an effort to have plurilingual competence, elective second foreign language course hour should be increased by redesigning its methodology in the way that it should integrate all components of language learning with the practice of four skills rather than only grammar and vocabulary and in the way that learners could employ all the strategies they already possess as a result of their first foreign language process.

REFERENCES

Andersan, N.J. (2005). L2 Strategy research. In E. Hinkel (Ed). *Handbook of research in second language teaching and learning* (pp. 752-772).Mahwah, NJ: Lawrence Erlbaum Associates.

Badea, O. (2009). Acquisition vs. learning of a second language: English negation, P*hilologica Jassyensia*, V(1), 89–94.

Brady, A. & Shinohara, Y. (2000). Principles and activities for a transcultural approach to additional language learning, *System*, 28, 305-322.

Breidbach, S. (2002). European communicative integration: The function of foreign language teaching for thedevelopment of a European public sphere, *Language, Culture, and Curriculum,* 15 (3), 273-283.

Bulajeva, T. & Hogan-Brun, G. (2010). Introducing early foreign language education in the Baltic context, *Comparative Education,* 46 (1), February, 79–97

Bono, M. & Stratilaki, S. (2009). The M-factor, a bilingual asset for plurilinguals? Learners' representations, discourse strategies and third language acquisition in institutional contexts, *International Journal of Multilingualism*, 6 (2), 207-227.

Bull, S. & Ma, Y. (2001). Raising learner awareness of language learning strategies in situations of limited resources, *Interactive Learning Environments*, 9 (2): 171-200.

Bull, S. (1997). Promoting effective learning strategy use in CALL, computer assisted language learning, 10 (1), 3-39.

Cenoz, J. & Jessner, U. (2000) (eds) *English in Europe: The acquisition of a third language*. Clevedon: Multilingual Matters.

Cenoz, J., Hufeisen, B. & Jessner, U. (2001). Towards trilingual education, *International Journal of Bilingual Education and Bilingualism.* 4 (1).

Chun-huan, F. (2010). A correlational study of language learning motivation and strategies *of* Chinese undergraduate, *Canadian Social Science*, 6 (4), 202-209.

Clyne, M., Rossi Hunt, C. & Isaakidis, T. (2004). Learning a community language as a third language, The *International Journal of Multilingualism*, 1(1).

Council of Europe (2001). Cambridge University Press. Available on line: www.coe.int/lang

Çalışkan, M. & Sünbül, A. M. (2011). The effects of learning strategies instruction on metacognitive knowledge, using metacognitive skills and academic achievement (primary education sixth grade Turkish course sample), *Educational Sciences: Theory & Practice*, 11(1), 148-153, Winter.

Çetintaş, B. (2009). Foreign language teaching in Turkey during multilingualism process within European Union process, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi,* 37: 11-23.

Darancık, Y. (2008). İkinci yabancı dil öğretiminde alternatif yöntemlerin Almanca edebi metinlerle uygulanması, *Unpublished Phd. Thesis in Çukurova Üniversitesi Sosyal Bilimler Enstitüsü*, Ocak 2008, Adana.

Deniz, S. (2010). Student teachers' evaluation of the motivational strategies used in foreign language teaching, *Social Behaviour and Personality*, 38(9), 1269-1286.

Demirel, Ö. (1991). Türkiye'de yabancı dil öğretmeni yetiştirmede karşılaşılan güçlükler, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi,* Ankara: sayı 6, 25-39.

Du Bois, N. F. & Staley, R. K. (1997). A self-regulated learning approach to teaching educational psychology, *Educational Psychology Review*, 9(2).

Gao, F. (2010). Learning Korean language in China: motivations and strategies of non-Koreans, *International Journal of Bilingual Education and Bilingualism*, 13 (3), 273-284.

Grainger, P. (2005). Second language learning strategies and Japanese: Does orthography make a difference? *System*, 33, 327–339

Green,J.M. & Oxford,R.L., (1995). A closer look at learning strategies, L2 proficiency and gender. *TESOL Quarterly,* 29 (2), 261–297.

Griffiths, C. (2003). Patterns of language learning strategy use, *System*, 31, 367–383.

Hammarberg, B. (2009). *Processes in third language acquisition*, Edinburg University Press Ltd.

Hammarberg, B. & Williams, S. (2009). A study of third language acquisition, In B. Hammarberg (eds) *Processes in Third Language Acquisition* (pp. 17-28), Edinburg University Press Ltd.

Hammarberg, B. & Hammarberg, B. (2009). Re-setting the articulation of in the acquisition of new languages: A third language case study, In B. Hammarberg (eds) *Processes in Third Language Acquisition* (pp. 74-86), Edinburg University Press Ltd.

Hong- Nam, K. & Leavell, A. (2006). Language learning strategy use of ESL students in an intensive English learning Context, *System*, 34, 399–415.

Hsia, T. & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis, *The Modern Language Journal*, 86, iii, 0026-7902/02/368–383.

Humphreys, G. & Spratt, M. (2008). Many languages, many motivations: A study of Hong Kong students' motivation to learn different target languages, *System*, 36, 313–335.

Jang, E. Y. & Jimenez, R. T. (2011). A sociocultural perspective on second language learner strategies: Focus on the impact of social context, *Theory into Practice*, 50, 141–148.

Jean-Claude, B. & Michael, B. (2002). Guide for the development of language education policies in Europe. From linguistic diversity to plurilingual education, Executive Version, language Policy Division Council of Europe.

Jessner, U. (2008). A DST model of multilingualism and the role of metalinguistic awareness, *The Modern Language Journal*, 92(2), 270–283.

Jing, L. (2010) A study on language learning strategies among the instructed EFL learners, *US-China Foreign Language*, 8(3), (Serial No.78), ISSN 1539-8080, USA.

Kemp, C. (2007). Strategic processing in grammar learning: Do multilinguals use more strategies? *International Journal of Multilingualism*, 4(4).

Lawes, S. & Santos, D. (2007). Teaching learning strategies: what do teachers learn? *Language Learning Journal*, 35 (2), 221–237.

Mcmulen, M. G. (2009). Using language learning strategies to improve the writing skills of Saudi EFL students: Will it really work? *System,* 37, 418-433.

Moore, D. (2006). Plurilingualism and strategic competence in context, *International Journal of Multilingualism*, 3(2).

Nayak, Hansen, Krueger, and McLaughlin (1990). Language-learning strategies in monolingual and multilingual adults, *Language Learning,* 40 (2), 221-244.

Oxford, R. L. (1990). Language learning strategies: What every teacher should know, Heinle & Heinle Publisher.

Park, G. (2010) Investigation into learning strategies used by effective and less effective EFL learners in Korea, *Asian Social Science*, 6(8).

Phakiti, A. (2003). A closer look at gender and strategy use in L2 reading, *Language Learning*, 53(4), 649–702.

Psaltou-Joycey, A. (2008). Cross-cultural differences in the use of learning strategies by students of Greek as a second language, *Journal of Multilingual and Multicultural Development*, 29 (4).

Pintrich, P. R. (1999). The role of motivation in promoting and sustaining self-regulated learning, *International Journal of Educational Research*, 31, 459- 470.

Riazi, A. (2007). Language learning strategy use: Perceptions of female Arab English majors, *Foreign Language Annals*, 40 (3), 433-440.

Santos, D. & Graham, Z. & Vanderplank, D. (2008). Second language listening strategy research: Methodological challenges and perspectives, *Evaluation and Research in Education*, 21(2), 111-133.

Sarıçoban, A. & Sarıcaoğlu, A. (2008). The effect of the relationship between learning and teaching strategies on academic achievement, *Novitas-ROYAL* (Research on Youth and Language), 2 (2), 162-175.

Segler, T. M & Pain, H. & Sorace, A. (2002). Second language vocabulary acquisition and learning strategies in ICALL environments, *Computer Assisted Language Learning,* 15 (4), 409-422

Sercu, L. (2007). Acquiring multilingualism at school. What translation tasks tell us about adolescents' use of the multilingual lexicon, *International Journal of Multilingualism*, 4 (1).

Sung, K. (2011). Factors influencing Chinese language learners' strategy use, *International Journal of Multilingualism*, 8 (2), 117-134.

Tsaı, Y-R. & Ernst, C. & Talley, P. C. (2010). L1 and L2 strategy use in reading comprehension of Chinese EFL readers, *Reading Psychology*, 31, 1–29.

Tucker, G. R. (1998). A global perspective on multilinguism and multilingual education, In J. Cenoz and F. Genesee (eds) *Beyond Bilingualism: Multilingualism and Multilingual Education* (pp. 3-16). Clevedon: Multilingual Matters.

Uhl Chamot, A. (2005). Language learning strategy instruction: Current issues and research, *Annual Review of Applied Linguistics,* 25, 112–130.

Walters, S. (2007). Researching Bangladeshi pupils' strategies for learning to read in (UK) primary school settings, *Language Learning Journal*, 35 (1), 51–64.

Wei, L. (2003). Activation of lemmas in the multilingual mental lexicon and transfer in third language learning. In J. Cenoz, B. Hufeisen and U. Jessner (eds) *The Multilingual Lexicon* (pp. 57-70). Dordrecht: Kluwer Academic.

GENİŞ ÖZET

Eğitim alanındaki en temel ilkelerden biri olan bireysel çok dillilik, ortak iletişim alanı oluşturmada dil, kültür ve kimlik birleşimi sağlamayı amaçlayan Avrupa Dilleri Ortak Başvuru Metni önerisiyle ortaya çıkmıştır (Council of Europe, 2001). Türkiye'de çok dillilik, etkili dil öğretim yöntemleriyle mümkün olabilir (Jean-Claude ve Micheal, 2002) ve öğrencilerin motivasyonları eğitim bağlamında öğrenilecek dilin zorunlu ya da seçmeli olmasına göre etkilenmektedir (Humphreys ve Spratt, 2008).

Uluslararası iletişim, medya yoluyla faklı dillere maruz kalma gibi farklı birçok sebebin yanında, okul ortamında bir ya da daha fazla dilin öğrenilmesi, globalleşmiş dünyamızda olduğu gibi Türkiye'de de önemli bir yere sahiptir. 1997-1998 eğitim reformuyla ikinci yabancı dil okul tipine göre ilköğretimden itibaren zorunlu ya da seçmeli olarak müfredatta yerini almıştır. Öğrenciler, ikinci yabancı dil öğrenmeye üniversite de devam edebilmektedirler. Bu bağlamda Yabancı Diller Eğitimi bölümlerinde 2005-2006 öğretmen eğitimi programıyla ikinci yabancı dil 2 saatlik seçmeli ders olarak konmuştur.

Dil öğrenme stratejileriyle ilgili birçok çalışma bulunmaktadır, çünkü 1970'ten sonra eğitim alanındaki çalışmalar, öğretim yöntemlerinden, içerisinde stratejilerin de bulunduğu öğrenci özelliklerine ve bireysel farklılıklara kaymıştır. Bu çalışmalar genel olarak, strateji kullanımlarının farklı dil öğrenme becerileriyle, kültürel unsurlarla, duygusal faktörlerle, teknoloji ve öğrenci başarılarıyla ilgisini araştırmak için yapılmışlardır. Bu çalışmaların öğrenci başarısı ve çok dillilikle ilgili olanlarının sonuçları, öğrenci başarısı ve strateji kullanımı

arasında pozitif bir ilişki olduğunu ve birden fazla yabancı dil bilenlerin tek dil bilenlere göre verilen dil ödevlerine yönelik olarak daha uygun stratejiler seçtiklerini göstermişlerdir.

Üçüncü bir dilin öğrenilmesi süreci, öğrenciler daha fazla stratejiye sahip oldukları için ikinci dili öğrenme süreci ve sonucundan etkilenmektedir. İngilizce tipolojik olarak germen dil ailesi içinde yer alır, ancak tarihsel olaylar İngilizceye çoğunlukla Fransızca olmak üzere Latin ve Roman dillerinden birçok kelimenin gelmesine sebep olmuştur. Bu yüzden, ikinci dili İngilizce olanlar, Almanca ya da Fransızca öğrenirken dilsel yakınlık açısından avantajlıdırlar.

Tüm bu bilgiler ışığında bu çalışma, üçüncü dil olarak Almanca ya da Fransızca öğrenen İngiliz Dili Eğitimi öğrencilerinin dil öğrenme stratejileri içinde sıklık açısından en az ve çok olanları belirlemeyi amaçlamıştır. Almanca ve Fransızca öğrenenlerin dil öğrenme stratejileri arasında bir fark olup olmadığı da araştırılmıştır. Ayrıca, katılımcıların strateji kullanımları ve akademik başarıları arasında bir ilişki olup olmadığı da incelenmiştir.

Çalışmaya 111 Uludağ Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi 3. Sınıf öğrencisi katılmıştır. İkinci yabancı dil dersi seçmeli olduğu için 76 kişi Almanca ve 35 kişi de Fransızcayı üçüncü dil olarak öğrenmeyi seçmiştir.

Çalışmada strateji kullanımını ortaya çıkarmak için, geçerliliği ve güvenilirliği kanıtlanmış ve birçok tez ve araştırmada kullanılmış olan Oxford'un (1990) İngilizce öğrenen ve diğer dilleri konuşanlar için geliştirdiği Dil Öğrenimi için Strateji Envanteri kullanılmıştır. Bu çalışmada kullanılan strateji envanterinin içsel geçerlilik Cronbach alfa değeri, genel olarak 0,896; Almanca için 0,90 ve Fransızca için ise 0,87'dir. Hafıza, bilişsel, telafi, biliş ötesi, duyuşsal ve sosyal stratejilerden oluşan bu envanter, katılımcıların İngilizcesi ileri düzeyde olduğu için çevirmeden ve sadece İngilizce yerine Almanca ya da Fransızca yaparak uygulandı. Katılımcıların strateji kullanımları ve akademik başarıları arasında bir ilişki olup olmadığını incelemek için birinci dönem Almanca ve Fransızca notları değerlendirildi. En son olarak, resmi olmayan mülakat sonuçları nicel kısımdan çıkan sonuçları yorumlamak için kullanıldı.

Veriler SPSS programı kullanılarak analiz edildi ve bağımsız gruplar t-testi ve ortalama değerleri göz önünde bulundurularak üçüncü dil olarak Almanca ve Fransızca öğrenen İngiliz dili eğitimi öğrencilerinin strateji kullanımları arasında bir fark olup olmadığına bakıldı. Strateji kullanımı ve öğrenci başarısı arasında bir ilişki olup olmadığı Pearson ilişkisiyle ölçüldü. Resmi olmayan mülakat sonuçları da içerik analizi yapılarak değerlendirildi.

Sonuçlar göz önüne alındığında, iki grup öğrencinin üçüncü dil öğrenme stratejileri arasında t-test sonucuna göre anlamlı bir fark olmadığı görüldü, fakat ortalamalar açısından incelendiğinde strateji kullanma yoğunluğu açısından strateji kategorilerinin sıralanmasında bir fark ortaya çıktı. Almanca öğrenenlerin strateji kullanma sıklığı sıralaması telafi, hafıza, biliş ötesi, sosyal, bilişsel ve duyuşsal olurken, Fransızca öğrenenler için sıralama telafi, hafıza, bilişsel, biliş ötesi, sosyal ve duyuşsal stratejiler olarak ortaya çıkmıştır. Telafi stratejilerinin başta ve duyuşsal olanların sonda çıkması alan yazındaki bazı çalışmaların bulgularıyla aynı doğrultudadır. Mülakat sonuçlarının değerlendirilmesinde, telafi stratejilerinin iki grupta da en yoğun kullanılan stratejiler olarak belirtilmesi ortak dil geçmişleriyle açıklanmaktadır. İki grup öğrenciler de üçüncü dili öğrenirken ikinci dilleri olan İngilizcedeki benzerliklerden yararlandıklarını ifade etmişlerdir. Sosyal ve duyuşsal stratejileri en az sıklıkla kullanmalarını sadece sınıf ortamında iki ders saati gibi sınırlı bir zamanda öğrenmelerine ve dili kullanmaktan çok anlamaya yönelik ders işleme yöntemine bağlamışlardır. Üçüncü dili öğrenirken, sınıf içinde dilbilgisi ve kelime çalışmalarına yoğunlaştıklarını; konuşma, dinleme, okuma yazma gibi dilsel becerilerle ilgili pratik yapmaya zaman ve fırsat bulamadıklarını belirtmişlerdir. Ayrıca, okul dışında bu dili kullanma fırsatları olmadığını da ifade etmişlerdir. En çok ve en az kullanılan stratejilerin analizi öğrencilerin bu ifadelerini doğrulamaktadır. Tahmin etme, bildiklerini yeni bilgileri anlamak için kullanma, hedef dilde konuşan kişinin ifadelerine odaklanma gibi stratejiler, her iki öğrenci grubunun da, en çok sıklıkla kullandıkları stratejiler olarak ortaya çıkmıştır. Diğer taraftan katılımcılar, hedef dilde ana dilden konuşmacıyla konuşma, ona soru sorma, hedef dilde keyif almak için okuma yapma, film izleme, sinemaya gitme ve günlük tutma gibi stratejileri en az sıklıkla kullandıklarını belirtmişlerdir.

Tüm bu sonuçlardan da anlaşıldığı gibi, ikinci yabancı dili müfredata seçmeli olarak yerleştirilmesi, iletişim becerilerinde başarılı olmada ve çok dillilik yeterliliğini kazanma da yeterli değildir. Türkiye'de dil öğretiminde ve çok dillilik yeterliliğini kazandırmada başarılı olmak isteniyorsa, ders saatlerini arttırma ve buna paralel olarak ders işleme yöntemlerinde dili kullanmaya yönelik etkili değişikliklerin yapılması gerekmektedir.

Bu çalışmanın diğer bir amacı da, öğrencilerin üçüncü dili öğrenirken kullandıkları stratejilerle akademik başarıları arasında bir ilişki olup olmadığını bulmaktır. Çıkan sonuçlar alan yazındaki birçok çalışmanın tersine

iki sonuç hariç bir ilişki olmadığını göstermektedir. Fransızca öğrenen öğrencilerin hafıza stratejileri kullanımı ve akademik başarıları arasında pozitif bir ilişki görülürken, Almanca öğrenen öğrencilerin duyuşsal strateji kullanımlarıyla akademik başarıları arasında negatif bir ilişki görülmüştür. Fransızca ve İngilizce arasında birçok ortak kelime olduğunu göz önünde bulundurursak, hafıza stratejileri ve akademik başarı arasındaki pozitif ilişkiyi anlamak mümkündür, fakat duyuşsal stratejilerin Almanca öğrenirken başarıyı olumsuz etkilemesi yeni bir çalışma yapmayı gerektirmektedir.

Sonuç olarak, dil öğrenen öğrenciler ve onların üzerinde etkiye sahip olabilecek yabancı dil öğreten öğretmenler ve öğretecek olan öğretmen adayları bir ya da daha fazla dilin öğrenilmesinin önemini kavramalı ve bu dilleri öğrenme sürecinde etkili olabilecek stratejilerle ilgili farkındalıklarını arttırmalıdırlar. Bunun için ikinci dil veya üçüncü dil öğretme yöntemleri öğrencilerin daha fazla stratejiyi kullanmalarına yönelik olarak düzenlenmelidir.

Citation Information:

Çelik-Korkmaz, Ş. (2013). Third language learning strategies of ELT learners studying either German or French. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi [Hacettepe University Journal of Education], 28*(1), 92-104.