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The Effect of Instruction in Reading Strategies on the Reading Achievement of Learners of French

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ABSTRACT

Purpose: The aim of this study was to analyze the effect of reading strategies instruction on the reading achievement of learners of the French and to identify the views of the participants on the effect of said strategies.

Research Methods: To achieve that objective, a one-group pretest-posttest model was used. The participants were 32 Turkish students of the French Language Department in the Faculty of Education at Anadolu University. First, the achievement levels of the participants were measured by a B2-level test, and, during a nine-week period, specific reading strategies were taught. At the end of this period, the same test was administered. Second, a 3-point Likert type questionnaire was administered to 11 volunteer participants to discover their views on the effect of the practice.

Findings: According to the results, there is a statistically significant difference between pretest and posttest scores ($p \leq .05$). In other words, the learners' achievement scores increased after the reading strategies instruction. According to the results of the questionnaire, 81% of participants reported that the reading strategies improved their reading achievement, and 54% of the participants reported that they would continue employing these strategies after the practice.

Implications for Research and Practice: In the future, the effect of reading strategies on reader understanding of varied text types should be analyzed. Furthermore, the reading habits of language learners including reading frequency, attitudes, motivations, and achievement at varied linguistic levels should be investigated in relation to the use of reading strategies. Finally, to make the teaching-learning process more effective, reading strategies should be integrated into reading courses.

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Introduction

Reading is traditionally viewed as a passive skill. Goodman (1988) defined reading as "a receptive psycholinguistic process wherein the actor uses strategies to create meaning from text" (as cited in Peglar, 2003, p. 2). It used to be thought that reading was a simple transference of linguistic symbols, that is, text into thoughts. According to this approach, called bottom-up processing, the reader has to decode written symbols into their aural equivalents in a linear fashion; he/she first discriminates each letter and then each word until, and, finally, derives meaning

However, research in cognitive psychology has shown that reading is a more complex process that involves complex cognitive processing operations. According to this alternative view, called the top-down approach or the psycholinguistic reading model, high-level clues such as semantic structure, reference information, and identification of the text type are used for reconstructing the meaning of the text. Research in second language reading indicates that readers need more high-level clues to understand a text in a foreign language than the reading of a text in their native language (Cicurel, 1991). Since second language learners do not have sufficient knowledge of the vocabulary, grammar, and discourse of the target language, their reading process in target language is more difficult and complicated.

Research into reading in in the first language has shown that "we interpret what we read in terms of what we already know, and we integrate what we already know with the content of what we are reading" (Nunan, 1999, p. 256). Similarly, in order to understand a text in target language, the reader tries to decode and analyze linguistic knowledge and uses real world (content) knowledge. This interactive approach combines bottom-up and top-down theories. According to Weber (1984), "Interactive models try to be more comprehensive, rigorous, and consistent and emphasize the mutual interaction between the graphic display in the text and various levels of linguistic knowledge, and operations, and various cognitive activities" (as cited in Peglar, 2003). According to Cicurel (1991), active reading is "a kind of reading-researching in which the reader makes predictions about meaning based on the course in the text and some elements to recognize the items that contribute to establish the meaning." In short, an active and effective reading involves written, verbal, lexical, formal-syntactic, textual, and pragmatic processes that must take place in a certain order, simultaneously or over very short periods, accurately and appropriately for the reading purpose.

In foreign language teaching, the communicative approach accentuates the role of the previous knowledge of the reader and the reading purpose in constructing the meaning of the text. According to Umberto Eco (2008), it is not enough to recognize only syntactic and semantic elements to understand a text; it is also necessary to consider the pragmatic and cultural elements. Each reader has an internal encyclopedia created by previous readings and past experiences (as cited in Lindenmeyer, 2012). Garcia and Flores (1990) named the factors that play an important role in the reading process for the reader thus: "cognitive skill, personal experience, culture, language, second language skill, use of strategies, and learning style." For

these reasons, to improve foreign language reading skill, learners seem to need special techniques such reading strategies.

Reading Strategies/Strategic Reading

Many authors have defined learning strategies, but the most common and useful definition is that of Oxford (1990, p.8): "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations." Another definition by Chamot (2004, p. 14) is as follows: "learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal."

The reader of a text in foreign language, as mentioned above, needs, aside from linguistic knowledge, some strategies that allow the reader to utilize that knowledge. It is well known that an individual with advanced reading skills in his/her native language cannot automatically transfer these skills and strategies into reading in a foreign language. On the contrary, readers in foreign language tend to restrict their reading strategies by focusing on decrypting words and translation. (Lehman & Moirand, 1980, cited in Cornaire, 1999).

Preliminary research regarding learning strategies revealed that skilled learners use a wide range of strategies more frequently and in an effective way while less skilled ones use them randomly and less frequently. (Chamot, Barnhardt, El Dinary, & Robbins, 1996; Green & Oxford, 1995; Rubin, 1975). The relationship between the use of learning strategies and learner variables such as age, gender, motivation, and proficiency level was also examined. (Chamot & El-Dinary, 1999; Green & Oxford, 1995; Oxford & Burry-Stock, 1995).

Several studies conducted to determine the impact of strategy instruction in different language levels concluded that the learners experienced positive effects, especially with communication skills. (O'Malley, Chamot, Stewner-Manzanaras, Kupper & Russo, 1985). O'Malley (1987), who examined the effect of teaching different types of strategy (metacognitive, cognitive, and social-emotional) on language skills, pointed out that strategy instruction had a significant effect on speaking skill but did not affect the listening skill (cited in Nunan, 1999). Chamot et al. (1996) showed that strategy instruction increased motivation and incentivized learners to use more and more effective strategies. Graham (2007) examined the relationship between use of strategy and listening skills by French learners. The results showed that the achievement level of the group that was informed about learning strategies and given feedback was higher. Moreover, the results of the research showed that students with low levels of achievement were not aware that use of learning strategies could help to improve their foreign language skills.

Huang and Nisbet (2014) examined the relationship between reading strategy use and reading proficiency among 121 adult ESL learners. Their findings revealed medium to high use of strategies and that high intermediate learners used strategies the most, advanced learners used strategies the least, and problem-solving and support strategies were more predictive of reading proficiency. The authors suggested

a probable relationship between the level of task difficulty, language proficiency, and the use of strategies. Mokhtary and Sheorey (1994) demonstrated that ESL students need to emphasize reading skill improvement and that such students were very interested in improving their academic reading skills. Researchers have concluded that universities should integrate reading improvement as an important component of ESL courses.

In Turkish context of foreign language teaching, several studies have been conducted to examine the relationship of the use of language learning strategy with different variables. For example, Oflaz (2019) conducted a study to determine the language learning strategies used by 99 preparatory class students of English, German, and French. The findings revealed that female students used strategies more than the male students, and the students of French used learning strategies the most. Ozkan Gurses and Adiguzel (2013) investigated the effects of metacognitive reading strategies instruction on reading comprehension of 18 preparatory class students of French. The findings of the study revealed a positive effect from the instruction in reading strategies on the students' reading skills.

Unal, Onursal-Ayirir and Ariogul (2011) examined learning strategy use with English, French, and German preparatory students with a total of 347 participants. According to the results, students of French use higher levels of learning strategies than the students of German or English. It was observed that cognitive and memory strategies were used less frequently than other type of strategies. Salataci and Akyel (2020) investigated the effects of reading instruction on reading comprehension in Turkish and English of eight Turkish students. The findings of the study indicated that strategy instruction had a positive effect on the reading strategies and reading skills in both Turkish and English. According to Chamot (2004, p. 19), "most researchers in second language contexts agree on the importance of explicitness in strategy instruction (Chamot et al., 1999; Cohen, 1998; Nunan, 1997; O'Malley & Chamot, 1990; Oxford & Leaver, 1996; Shen, 2008)".

In research related to reading strategies, an effort is made to identify the strategies that learners use more frequently by using different techniques. Given the current state of knowledge about explicit and integrated learning strategy instruction, in this study, beyond determining the foreign language learning strategies used by students, we introduced specific strategies that they may need for reading in order to raise awareness about the strategies. Then, we asked the students to use these strategies in their reading courses. First, we tried to determine the effect of reading strategies instruction on the learners 'reading skills, and, second, to learn the opinions of the participants about the effects of these strategies. In this context, the following questions were addressed:

1- Does the instruction of reading strategies have a positive effect on participants' French reading skills?

2- What are the opinions of the participants about reading strategies instruction?

In the field of French language teaching, research on reading strategies is quite new, and studies are few in number. In general, the studies that do exist focus on determining the strategies frequently used by the learners and the connection of the strategies used with various factors such as gender and foreign language level. The failure of foreign language learners in reading skills is generally explained as the learner having an insufficient level of grammar and vocabulary. Since foreign language learning/teaching is a long process, learners who, especially those who learn to use the cognitive and metacognitive strategies effectively and appropriately from the early stages of this process, are better equipped to deal with the problems they face. Thus, learners are not only satisfied with learning the language system but also "learning to learn." According to Cornaire (1999), although the results obtained were insufficient for generalization, it could be suggested that the knowledge of effective reading strategies could help learners compensate for their lack of linguistic knowledge. We believe that this should be supported by empirical evidence. In this context, this research provided empirical data from a practice implemented with a group of students under specific conditions, even if it did not provide the opportunity to generalize since the number of participants was not very high. In the future, different empirical studies in this area will provide progress in the field of learning strategies by supporting or refuting this data. As such studies increase, we believe that the benefits of the teaching of learning strategies will be revealed, and it will be understood that these practices should be systematically integrated into the courses.

Method

Research Design

In this research, the single-group pretest-posttest design of the quantitative research method was chosen in order to assess students' reading achievement. According to Buyukozturk et al. (2008, p. 208.) "The measurements of the subjects related to the dependent variable are made as pretest before application, as posttest after application, and by using the same subjects and the same measurement tool". The choice was made to give instruction to a single group because it was felt that the use of a control group would be unjust and deprive those students of the benefits of the learning strategies. According to McMillan, (2004, p.10), "The purpose of applied research is to test theories and other ideas in the context of naturally occurring educational settings." Also, since foreign language teaching has many factors that affect the speed of linguistic development, it would seem to be extremely difficult to control other factors affecting the dependent variable. In addition, to support the data, a 3-point Likert scale survey was used to determine the opinions of the participants after the practice because "surveys are frequently conducted for the purpose of making descriptive assertions about some population, that is, discovering the distribution of certain traits or attributes" (Babbie, 1990, p. 51).

Research Sample

In this study, a convenience sample was used because the aim of the study was to describe the effects of a practice on a specific group of students. According to McMillan, "A convenience sample is a group of subjects selected because of availability, for example, a university professor who is conducting a study on college students" (2004, p.112). The participants in this study were 32 students studying at the Anadolu University Faculty of Education in the French Language Teaching Department and who took the French Advanced Writing and Reading course in the academic year 2015-2016, the spring semester. Of these, 11 were women and 21were men from 18 to 24 years old. All participants studied English in high school and learned French in the preparatory class. They were in the second year of the program and had been learning French for three years. In the first year, they took the basic courses that focused on the four skills, and in the second year, they took some French lessons accompanied by courses in education. The students' level of French was B2.

Research Instrument and Procedure

First, a B2 level pre-test was administered to measure the level of the participants' reading and comprehension skills of a French text. After nine weeks of practice, the same test was used as a post-test. The reading skill test consisted of two texts, one informative and the other narrative. Since narrative texts are the types that are encountered more frequently in daily life, these texts were appropriate for the study. An expert in French language teaching examined the content of the instrument and judged it to be appropriate for the objectives. The researcher and expert reached a 96% agreement on the appropriateness of the measuring instrument. After reading the text, the participants were asked questions. Then they were asked to mark the sentences, parts of sentences, or parts of the text that they did not understand.

In this study, five phases of teaching in CALLA were applied (Chamot & O`Malley, 1994):
1- Preparation
2- Presentation
3- Practice
4- Evaluation
5- Expansion

At the end of the practice, a survey was used to determine the opinions of the participants about the learning strategies. A 3-point Likert-scale questionnaire prepared by the researcher consisted of the six questions below:

1. Did you know that there are special strategies you could use to read and understand a French text?

2. Do you find the information and explanations given to you during this practice sufficient?

3. Do you find the activities done in the course sufficient for applying the reading strategies?

4. Have you continued to use the strategies taught in this practice to read and understand the French texts after the practice was over?

5. Do you think the teaching reading strategies contributed to improving your reading and understanding of French texts?

6. Do you think that you will use the strategies taught in this practice of teaching reading strategies six months from now?

In addition, an open-ended question was used at the end of the questionnaire so that the participants could express their thoughts without restrictions.

The duration of the practice was nine weeks. In the first week, the pretest was applied, evaluated, and graded. In the second week, learners were informed generally about the definition and types of learning strategies, a general group discussion was held in order to ask them whether they knew these strategies, which ones they used consciously or unconsciously, and which ones they had never used before. In addition, information was given about the practice in the next sessions. During the following seven weeks, a new strategy was explained each week with examples, and they were asked to use these strategies for reading comprehension of the given text. The strategies used during practice, based on Fora (2013), were mainly cognitive:

1- word-level strategies, i.e., understanding unknown words, revealing the meaning of the sentence, revealing the connections between thoughts;

2- thinking-level strategies i.e., determining basic thoughts, re-expressing the information, examining information, making connections.

The reading comprehension test applied at the beginning of the practice was repeated, evaluated, and scored in the last week.

Data Analysis

At the end of the practice, the Shapiro-Wilk test was applied in SPSS to see the normal distribution of the scores, pretest and posttest. According to Buyukozturk (2015), the Shapiro-Wilk test should be used in research where the number of participants is fewer than 50.

After the normal distribution was determined, a t-test was applied to the relevant samples to determine whether there was a significant difference between the scores achieved before and after the practice. In order to analyze the data obtained from a 3-point Likert-type scale with an open-ended question, descriptive statistics such percentage and frequency distribution were used. The reliability of the questionnaire is ensured by the Cronbach's alpha reliability test. The answers given to the open-ended question were subjected to content analysis and compared with the survey results.

Results

According to the results of the Shapiro-Wilks test conducted to check the normal distribution of pretest and posttest scores, the data were normally distributed. The sig=.131 ≥.05, skewness and kurtosis values, were between -1.5 and +1.5: skewness= .615, kurtosis= -.129. In the second stage, dependent variables t-test results to measure the significance of the difference between the pretest and posttest mean scores

indicated that there was a significant difference between the pretest and posttest scores. The T-test results are given in Table 1.

Table 1

T-test Results

Practice	N	$\bar{x}$	S	sd	t	p
Pretest	32	7	2.38	1.9	-6,69	.000
Posttest	32	9	2.43			

According to the t-test results, there was a significant difference between the pretest and posttest scores, in other words, after the application of reading strategies, students' achievement increased (p= .000<.05) The mean of the posttest scores (9) was higher than the mean of pretest scores (7). To determine the opinions of the participants about the practice, a 3-point Likert scale was applied to a total of 11 volunteer students. Cronbach's alpha test results indicated an acceptable coefficient value: $0.7 \leq \alpha \leq 0.8$.

Then, the frequency distribution and percentages of the results were examined. The survey results are given in Table 2.

Table 2

Survey Results

Questions	Yes f / %	No f / %	Uncertain f / %
1. Did you know that there are special strategies you could use to read and understand a French text?	9/81.8	1/9.1	1/9.1
2. Do you think the information and explanations given to you during this practice was sufficient?	8/72.7	1/9.1	2/18.2
3. Do you find that the activities done in the practice were sufficient to apply reading strategies?	5/45.5	1/9.1	5/45.5
4. After the practice, have you continued to use the strategies you learned in this practice while you read French texts?	6/54.5	3/27.3	2/18.2
5. Do you think learning reading strategies contributed to improving your reading and understanding of French texts?	9/81.8	1/9.1	1/9.1
6. Do you think that you will use the reading strategies taught in this practice six months from now?	7/63.6	4/36.4	-

According to the results in Table 2, 81% of the participants stated that they knew the reading strategies. The rate of those who found the given explanations sufficient was 72%. During the practice of reading strategies, the rate of those who found the activities completed in the course sufficient was 45%, and the rate of those who stated that they were uncertain was 45%. The rate of participants who stated that they would continue to use the strategies they had learned after the practice was over was 54%, and those who thought that they would not use the strategies was 27%. 81% of the participants thought that the strategies improved their reading skills. The rate of those who thought that they would continue to use these strategies in the long term (6 months) after the practice was over was 63%. Those who thought they would not use them in the long term were 36%.

The last question was open-ended: "What do you think about the effect of learning reading strategies on reading skills in French?" According to the answers to this question, two participants state that they used some strategies unconsciously, nine participants thought that the newly-learned strategies helped to improve reading skills, and one participant stated that the reading strategies made the reading process easier and increase the speed of reading. In short, all of the participants thought that the reading strategies had a positive effect on reading skills.

Discussion, Conclusion, and Recommendations

The results of many studies in language learning strategies have revealed that learners who employ learning strategies more frequently and correctly are more successful than others. Besides the use of general strategies, the relationship between the use of special strategies for each of the four skills and the different variables have been examined. Concerning the skill of reading, it has been seen that successful and effective readers are aware of cognitive and linguistic sources and able to manage their reading process. It was thus the aim of this study to analyze the effect of reading strategy instruction on Turkish students' reading achievement levels in the French language and to detect learners' views on the effects of these strategies. In this study, we researched the answers to the following questions:

1- Does the instruction in reading strategies have a positive effect on participants' reading achievement?

2- What are the opinions of the participants about the effect of reading strategies instruction?

The results of this study revealed that the instruction in reading strategies had a positive effect on students' reading achievement in French as a foreign language. These findings are similar to previous studies conducted in different settings related to different skills. For instance, the study carried out by O'Malley et al. (1985) indicated that instruction in learning strategies had a positive effect on communication skills. O'Malley (1987) pointed out that instruction in strategies had a significant effect on the speaking skill but did not affect the listening skill. According to Graham (2007), the success level of the group that was informed about learning strategies and given

feedback was higher. Chamot et al. (1996) showed that the instruction in strategies increased the motivation of learners. The results of this study are also in line with a number of studies conducted in Turkey that revealed a positive effect of instruction in strategies on students' reading skills in French (Ozkan Gurses & Adiguzel, 2013) and in English (Salataci & Akyel, 2020).

However, training in strategies cannot be considered the only factor in the increase of students' success. Throughout the practice, the students' level of French and vocabulary may have been affected by other lessons. In addition, since the same text was used in both the pre-test and the post-test, it is possible that the participants might have remembered certain sections or words of the text. Since learning a foreign language is long and complex process, it is quite difficult to measure the effect of a single factor by fully controlling the various factors that affect language achievement. For these reasons, it is difficult to establish a cause and effect relationship between the instruction of reading strategies and reading achievement. However, it can be concluded that instruction in reading strategies increased the awareness of learners of this subject. Also, the students who were used to concentrating on the unknown words and the forms of the text acquired strategies required for successful learning and had a greater awareness of "how to learn." Thus, when using the appropriate strategies, they could use effective methods to overcome some of the difficulties they encountered.

81% of students stated that using reading strategies improved their reading skills. However, more than half of the students did not think that they would continue to use these strategies after a long period. In order to acquire the habit of using strategies effectively and systematically, it may be necessary to focus on this subject in other courses. It is also very important determine to what extent students used metacognitive strategies. Initially, it may be useful to apply due diligence in order to determine the needs of the students; thus, the strategies that students need most can be prioritized.

The low number of participants and the absence of a control group were important limitations of this study. Therefore, it is difficult to generalize about the results, but they still give us an idea about the participants. We can deduce that, with learners with similar characteristics, it is possible to achieve similar results.

Future research on strategy instruction could investigate whether learning strategies were permanent in the long term. It is also suggested to explore activities and techniques that allow students to acquire the habit of using learning strategies. Upon making progress in the strategy teaching session, it would be reasonable to determine which of these strategies continued to be used by learners and which ones were deemed to be ineffective. In addition, effect of reading strategies on understanding varied text types (literary texts, newspaper articles, advertisements, etc.) could be analyzed. It is also suggested that examining the language learners' general reading habits, reading frequency, attitudes, motivations, reading achievement based on varied linguistic levels, and other factors could be useful in

relation to the use of reading strategies. Language learners' use of metacognitive and social-affective strategies and their impact on reading skill could also be explored.

This study examined the effect of strategy instruction on the reading achievement of Turkish university students learning French. Research results showed that the instruction positively affected the reading achievement of the students. In addition, the majority of students thought that reading strategies improved their reading skills. However, more than half of them did not think that they would use these strategies in the long term. It is also important to note that the findings of this study might not be generalizable. More studies involving different reading strategies in relation to reading proficiency and with larger sample sizes should be conducted.

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Okuma Stratejileri Öğretiminin Fransızca Yabancı Dil Öğrenenlerin Okuma Başarısına Etkisi

Özet

Problem Durumu: Yabancı dil öğretimi alanında, dört dil becerisinden biri olan okuma-anlama becerisi, geleneksel öğretim anlayışına göre pasif bir süreç olarak görülüyordu. Önce harfler ve heceler, sonra da cümlelerin çözümlenmesine dayanan, aşağıdan yukarı okuma modeli ön plandaydı. Yukarıdan aşağıya okuma modeline göre ise, bir metnin anlamını çözebilmek için, metnin türü, düzenlenişi, göndergesel bilgiler, okuyucunun önceki bilgileri gibi ögeler önemli ipuçları olarak görülmektedir. İletişimsel öğretim yaklaşımı, öğreneni yabancı dil öğretim/öğrenme sürecinin merkezine yerleştirmiştir. Bilişsel öğrenme kuramı ile ortaya çıkan veriler sayesinde, okuma becerisi, çeşitli zihinsel işlemlerin her düzeyde, belli bir sıraya göre ya da eşzamanlı ve doğru zamanda uygulanması gereken bir süreç olarak kabul edilmektedir. Yabancı dilde bir metni anlamak için dil bilgisinin yanında söylemsel, kültürel ve göndergesel becerilerin de kullanılması kaçınılmazdır. Okuma becerisi öğretiminde son yıllarda yaygın olan iki yaklaşımdan biri metinleri bütünsel olarak anlama yaklaşımıdır. Bu modele göre, bir metni satır ve her sözcüğü anlamaya çalışmak yerine, metnin üretildiği iletişim durumunu incelemek (metni kim, kime, ne amaçla yazdı?) ve okuyucunun okuma amacını dikkate almak gereklidir. İkinci önemli yaklaşım olan Etkileşimli okuma modeline göre ise, okuyucunun önceki bilgileri, okuduğu diğer metinler, metni okuma amacı, metnin türü, yapısı, konusu, düzenlenişi vb. özellikler okuma süreci boyunca karşılıklı etkileşim içindedir. Okuyucu bir metnin anlamını çözebilmek için dil konusundaki bilgisi dışında dil dışı bilgilerini ve kültürel verileri çözümlemeye çalışır. Son yıllarda sıkça karşılaştığımız "öğrenmeyi öğrenmek" kavramı, öğrenenlerin bazı öğrenme stratejilerini kullanarak yeni bilgileri daha etkili ve kalıcı biçimde edinmeleri ile ilgilidir. Öğrenme stratejileri genel olarak, öğrenenlerin bilgiyi daha iyi anlamasını, çeşitli zihinsel işlemlerden geçirmesini ve bilginin kalıcı olmasını sağlayan kişiye özgü özel işlemlerdir. Bu stratejileri daha sık ve doğru şekilde kullanan öğrenenlerin diğerlerine göre daha başarılı olduğu görülmüştür. Başarılı öğrenenlerin bu stratejileri daha etkili ve verimli şekilde kullandıkları yapılan çeşitli araştırmalar sonunda görülmüştür. İyi ve etkili okuyucuların bilişsel ve dilsel kaynaklarının farkında oldukları ve okuma sürecini kontrol edebildikleri de bilinmektedir. Genel öğrenme stratejileri dışında, sözlü anlatım, sözlü anlama becerilerine yönelik araştırmalar stratejilerin kullanım sıklığı ve dil düzeyi, cinsiyet vb. ile ilişkisini incelemiştir. Ancak yazma ve okuma becerilerinin öğretimi ve başarıya etkisi konusunda yeterli veri bulunmamaktadır. Fransızca Yabancı Dil Öğretimi alanında bu konuda elde edilen veriler Fransızca Okuma derslerinin işlenmesinde yararlı kaynaklar oluşturacaktır.

Araştırmanın Amacı: Yukarıda belirtilen nedenlerle bu araştırmada amaç, Fransızca yabancı dil öğrenen Türk öğrencilere okuma stratejileri öğretiminin, onların okuma başarıları üzerindeki etkisini araştırmak, öğrenenlerin okuma stratejilerinin etkisi ile ilgili görüşlerini belirlemek ve ileride yapılacak okuma dersleri için önerilerde bulunmaktır.

Araştırmanın Yöntemi: Bu araştırma, 2015-2016 Öğretim yılı bahar döneminde, Anadolu Üniversitesi, Eğitim Fakültesi, Fransız Dili Eğitimi Anabilim Dalında öğrenim gören öğrenciler ile gerçekleştirilmiştir. Rasgele örnekleme yöntemi ile seçilen 32 öğrenci ile yapılan araştırmada tek grup ön test son test modeli kullanılmıştır. İlk aşamada öğrencilere B2 düzeyinde öyküleyici ve bilgi verici türde iki metin verilerek okuma başarıları tespit edilmiştir. İkinci aşamada, öğrencilere okuma stratejileri hakkında genel bilgi verilerek, hangilerini kullandıkları sorulmuştur. Daha sonra beş aşamalı okuma stratejileri öğretimi uygulanmıştır: hazırlık, sunum, uygulama, değerlendirme, ilerleme. 9 Hafta süren uygulamada, haftalık üç saat olan ders süresinde, ilk 20 dakika okuma stratejileri öğretimine ayrılmıştır ve bu stratejileri daha sonraki derslerde de kullanmaları istenmiştir. Öğretilen stratejiler sözcük düzeyinde ve düşünce düzeyinde stratejilerden oluşmaktadır. Sözcük düzeyindeki stratejiler: Bilinmeyen sözcükleri anlamak, cümlenin anlamını ortaya çıkarmak ve düşünceler arasındaki bağlantıyı ortaya çıkarmaktır. Düşünce düzeyindeki stratejiler ise: Temel düşünceleri belirlemek, bilgiyi yeniden ifade etmek, bilgiyi irdelemek ve bağlantı kurmaktır. Uygulama sonunda ön test tekrar edilerek başarı düzeyleri belirlenmiştir. Ön test ve son test puanları, normal dağılımları kontrol edildikten sonra, SPSS'de t- testi ile analiz edilmiştir. Ayrıca, katılımcıların uygulama hakkındaki görüşlerini belirlemek için, gönüllülük esasına göre belirlenen 11 öğrenciye 3'lü likert tipi anket uygulanmıştır. Anket soruları yüzde ve frekans belirlenerek analiz edilmiştir.

Araştırmanın Bulguları: Sonuçlara göre ön test ve son test puanları arasında anlamlı bir fark olduğu görülmüştür (p≤.05). Başka bir deyişle öğrenenlerin okuma başarısı artmıştır. Dolayısı ile uygulama sonucunda öğrenenlerin başarılarının arttığı söylenebilir. Bunun dışında, anket sonuçlarına göre katılımcıların % 81'i okuma stratejilerini etkili ve yararlı bulduklarını, % 54'ü bu stratejileri kullanmaya devam ettiğini belirtmiştir. Okuma stratejilerini 6 ay sonra da kullanmaya devam edeceğini düşünenlerin oranı ise % 63'tür. Bu sonuç ise strateji kullanımının uzun vadede kalıcı olması olasılığının düşük olduğunu göstermektedir. Ankette verilen açık uçlu soruya verilen yanıtlara göre, katılımcıların tamamı okuma stratejilerinin okuma becerisini geliştirdiğini ve yararlı olduğunu düşünüyor. Katılımcılardan 2'si bazı stratejileri farkında olmadan kullandığını ifade ediyor. Uygulama sırasında öğrenenlerin metni bütünsel olarak anlama yaklaşımını bildikleri ve uyguladıkları tespit edilmiştir.

Sonuçlar ve Öneriler: Bu araştırma sonuçları genelleme yapmak için yeterli olmamakla birlikte, üzerinde çalıştığımız örneklem için, okuma stratejileri öğretiminin öğrenci başarısını arttıran etkenlerden biri olduğunu söyleyebiliriz. Başarı puanları arasındaki bu artışı etkileyebilecek diğer faktörler elbette göz ardı edilemez. 9 Hafta boyunca öğrenenlerin özellikle sözcük bilgisinin belli düzeyde gelişmiş olması beklenebilir. Ancak yabancı dil öğrenme sürecinin oldukça uzun ve yavaş olması dikkate

alındığında, bu gelişimin okuma başarısına katkısı oldukça sınırlı olmalıdır. Okuma başarısına etki edebilecek diğer bir faktör ise, öğrenenlerin ön teste kullanılan ölçme aracını hatırlamaları ihtimalidir. Ancak aradan geçen 9 hafta süre bu ihtimali oldukça düşürmüş olmalıdır. Öğrenenlerin özellikle dilsel verilerin analizi ile ilgili bilişsel stratejileri tanımadıkları ve etkili biçimde uygulamadıkları görülmektedir. Bunun dışında metin içindeki temel düşünceleri tespit etme ve bilgiler arasındaki bağlantıları ortaya çıkarma becerilerinin düşük olduğu gözlenmiştir. Gelecekte yapılacak çalışmalarda öğrenme stratejilerinin uzun vadede kalıcı olup olmadığı araştırılabilir. Ayrıca bu stratejileri kullanma alışkanlığı kazandırmaya yönelik etkinlikler ve yöntemler araştırılabilir. Strateji öğretimi seansından belli bir süre geçtikten sonra öğrenenlerin bu stratejilerden hangilerini kullanmaya devam ettikleri, hangilerini etkisiz buldukları belirlenebilir. Ayrıca okuma stratejilerinin farklı metin türlerini (edebi metinler, gazete makalesi, reklam metni, vb.) anlamaya etkisi araştırılabilir. Yabancı dil öğrenenlerin genel okuma alışkanlıkları, okuma sıklığı, tutumları, motivasyonları ve farklı dil düzeylerine göre okuma başarısı gibi faktörlerin okuma stratejileri kullanımı ile ilişkisi incelenebilir. Yabancı dil öğrencilerinin üst bilişsel stratejileri ve sosyal-duygusal stratejileri kullanımı ve bunun okuma becerisine etkisi de araştırılabilir. Sonuç olarak, yabancı dil öğretiminde dil ile ilgili bilgiler dışında diğer becerilerin de, özellikle öğrenme stratejilerinin derslere bütünleştirilerek öğretilmesi, öğrenme sürecinin etkililiğini arttırmaktadır.

Anahtar Sözcükler: okuma becerisi, Fransızca yabancı dil, okuma stratejileri öğretimi, stratejik okuma