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*Research Article*

**IMPROVING THE VOCABULARY IN THEIR NATIVE LANGUAGE (TURKISH)  
OF BILINGUAL CHILDREN WITH FOLK TALES: THE CASE OF SWEDEN,  
NORWAY AND FINLAND**

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**Abstract**

The “We Speak Turkish with Anatolian Tales” activity was carried out with bilingual Turkish children aged 8-13 in Sweden, Norway, and Finland. The students who participated in this activity constitute the sample group. Pre-test and post-test were administered to the students by selecting folk tales and words. The study investigated whether the vocabulary of bilingual students could be increased in their native language by using tales. Analyses and inferences were also made according to age, gender, and country. This sample was analyzed using the Single Group Pre-Test-Post-Test Design method, which is one of the weak experimental designs among experimental research methods. The SPSS method focused on the vocabulary and listening comprehension skills of bilingual Turkish children. Frequency Analysis, Shapiro-Wilk Test, Wilcoxon Sign Ranks Test, Kruskal-Wallis Test, Mann Whitney U Test were used to analyze the data. While it was found that the values were close to each other according to countries and gender and did not show significant variability, it was concluded that there were significant changes in the average academic achievement in terms of increasing Turkish vocabulary. It was also observed that there were differences according to age, with the older age group having a significantly higher average.

**Keywords:** Bilingualism, Northern Europe countries, folk tales, Turkish teaching, vocabulary development.

**İKİ DİLLİ ÇOCUKLARDA MASALLARLA ANA DİLDE (TÜRKÇE)  
SÖZ VARLIĞININ ARTIRILMASI: İSVEÇ, NORVEÇ, FİNLANDIYA  
ÖRNEĞİ**

**Öz**

İsveç, Norveç ve Finlandiya'daki iki dilli 8-13 yaş arası Türk çocuklarıyla “Anadolu Masallarıyla Türkçe Konuşuyoruz” etkinliği gerçekleştirilmiştir. Bu etkinliğe katılan öğrenciler örneklem grubunu oluşturmaktadır. Öğrencilere masal ve sözcükler seçilerek ön test ve son test uygulanmıştır. Çalışmada iki dilli öğrencilerin ana dillerindeki sözcük dağarcığının masallarla artırılıp artırılamayacağı araştırılmıştır. Ayrıca yaşa, cinsiyete, ülkelere göre analizler ve çıkarımlar yapılmıştır. Bu örneklem deneysel

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araştırma yöntemleri arasında zayıf deneysel tasarımlardan biri olan Tek Grup Ön Test-Son Test Deseni yöntemiyle incelenmiştir. SPSS yöntemiyle iki dilli Türk çocuklarının sözcük dağarcığı ve dinlediğini anlama becerilerine odaklanılmıştır. Verilerin analizinde Frekans Analizi, Shapiro-Wilk Testi, Wilcoxon İşaret Sıraları Testi, Kruskal Wallis Testi, Mann Whitney U Testi kullanılmıştır. Değerlerin ülkelere ve cinsiyete göre birbirine yakın olduğu ve anlamlı bir değişkenlik göstermediği tespit edilirken Türkçe sözcük dağarcığının artması açısından akademik başarı ortalamasında anlamlı değişikliklerin olduğu sonucuna ulaşılmıştır. Ayrıca yaşa göre farklılıkların olduğu, büyük yaş grubunun anlamlı olarak daha yüksek ortalamaya sahip olduğu görülmüştür.

**Anahtar Sözcükler:** İki dillilik, Kuzey Avrupa ülkeleri, halk masalları, Türkçe öğretimi, sözcük gelişimi.

## Introduction

Much work has been done recently on bilingualism and there are many definitions of bilingualism. Unlike Bloomfield (1933), who defines bilingualism as individuals who speak closely and effectively (p. 56), Harmers & Blanc (2004) oppose this view. Diebold (1961), on the other hand, states that it is sufficient for an individual to understand a second language. Mohanty (1994) defines bilingualism as individuals who can meet their social needs in both languages (p. 13). Grosjean (1982) approaches from a more holistic point of view and (2010) says that bilinguals are individuals who need and use a second language in their daily lives (p. 4). Baker & Jones (1998), on the other hand, say that a definitive and comprehensive definition of bilingualism cannot be made (p. 2-3). However, in order to meet the daily needs of bilingual individuals, it is necessary to have a certain level of vocabulary knowledge in both languages.

Vocabulary can be defined as “The units, compound words, stereotypes, idioms, proverbs, quoted words, etc. that are involved in the derivation by considering the vocabulary of a language in terms of morphology, syntax, semantics” (Korkmaz, 2007, p. 144). The understanding of spoken and written texts and the correct transfer of feelings and thoughts to another person depend on the vocabulary. In this regard, there is a close relationship between the effective use of comprehension and transfer skills and the richness of vocabulary (Karadağ, 2019; Karatay, 2007a). In order to provide this relationship, learning the vocabulary of a language is of great importance. “Emotions and thoughts in a complex structure from a simple request are explained with the help of words. Therefore, the teaching of vocabulary is considered to be the basis of language teaching” (Doğan, 2014, p. 89).

McCarten (2007) also states that the most effective way to teach vocabulary is to reason from context (cited by Güney & Aytan, 2014, p. 621). Permanent learning occurs when students find the meaning loads of the new words they encounter by reasoning from the context they are in. Therefore, it is necessary to carry out the vocabulary teaching studies in the text processing process according to the context-based vocabulary teaching approach (Göçer, 2015, p. 62). One of the factors that provide the best learning of a language in its context is the cultural environment.

Language and culture have a close relationship and are not considered separately today (Alyılmaz ve Er, 2016; Alyılmaz ve Er, 2018). Tales, which are one of the tools that enable children to be cultured together with language learning, are one of the best sources of language as well as being the transmitter and carrier of culture. Tales, which are one of the tools that

support linguistic development, are especially preferred in language education of children. With the multicultural education process in Europe, there is an increase in the use of cultural elements in bilingual education.

Within the scope of this study, based on the aim that vocabulary should be learned in its context, it was examined whether children's vocabulary developed or not and whether tales had an effect on the development of vocabulary by doing word studies with tales.

Tale is a type of narrative. Narrative is "the general or inclusive term for a story or account of events or experiences, fact or fiction, long or short, detailed or plain" (McArthur, 1992, p. 680). Tales are "short narratives told in prose, independent of religious and magical beliefs and customs, completely imaginary, irrelevant to reality, and not intended to make people believe what they tell" (Boratav, 1995, p. 75). However, although they are not always related to reality, they are the products of folk literature in which the events and feelings of life are told and, they have functions such as entertainment and education.

Educators hold the idea that tales should be taught to children in order to enrich the child's world. The tale has a great service in increasing and enriching the imagination and emotional power of children, in the preservation and development of the native language, as well as in the comprehension and development of the native language in children (Sakaoğlu, 2013, p. 106-107). It is one of the important factors in the language development of the child due to the ease of telling the tales and being entertaining. It helps to make Turkish lessons fun. Tale rhymes make language teaching enjoyable and play an important role in the development of children's listening skills (ARICI, 2012, p. 4). This richness in tales attracts children's attention and contributes significantly to the acquisition of comprehension and expression skills, which are the basic skills of language teaching. The child's vocabulary is developed in order to perceive events and the environment and express itself (Karatay, 2007b, p. 472). Bilingual children can also contribute to their listening, comprehension, reading, writing and speaking skills by enriching their native language vocabulary with tales. Of course, in this case, it is necessary to mention the relationship between bilingualism and biculturalism along with the tale.

From the past to the present, the concept of biculturalism has not been studied as much as the concept of bilingualism (Grosjean, 2015). Since culture is an integral part of language and language is an inseparable part of culture, it would be appropriate to consider the concepts of bilingualism and biculturalism simultaneously (Süverdem & Ertek 2020, p. 195). The Anatolian folk tales told at the event in this study are an important part of Turkish culture and are closely related to the Turkish language.

One of the classifications Grosjean (1997, 2010, 2015) made while defining bilingualism with biculturalism is the Complementarity Principle. According to the Complementarity Principle, which is defined as functional bilingualism, a bilingual individual generally uses both languages in different areas, with different people and for different purposes, instead of using both languages in all areas of life, with all the people they are in contact with, and for the same purposes. The place of each language in the life of these individuals is clear and can be different from the other (Süverdem & Ertek 2020, p. 195). Languages used in different fields, with different people and for different purposes complement each other and form a whole. The same applies to culture. Therefore, starting from the definition

made for a bilingual individual, a bilingual individual can be defined as a person who has knowledge of both cultures and can interact in both cultures (Grosjean, 2015). For this reason, it will be beneficial for the bilingual child to know the cultural content of their native language as well as the country in which they live. Tales from folklore products can be preferred as one of the most effective means of acquiring such cultural content, especially for children. However, before going into the details of this topic, it is necessary to talk a little bit about the educational conditions of bilingual children in Northern Europe (Sweden, Norway, Finland).

As implied Sönmez (2020), in other European countries, it has been determined that Turkish vocabulary is insufficient in Sweden. According to a limited number of studies, it has been observed that there are problems in the scope of textbook, curriculum and material deficiencies. At the same time, it has been determined that there are problems in the scope of teachers' lack of professional knowledge-equipment-experience and the limited professional development opportunities that can overcome them, inadequacy of financial-institutional support and opportunities, lack of equipment in schools, and not creating classes according to age and level (p. 24). When we look at bilingual studies and policies in Europe, it is understood from the interviews with the parents at our event that they generally have similar content and problems.

For example, the alternative uses of Turkish and Swedish in Sweden largely depend on two main areas: Turkish at home and Swedish at school, with each language having a slightly different social and cultural purpose. As the parents in the study said, Turkish for the child is the language of solidarity and closeness, used in close social relations with family members and in Turkish society, while Swedish is the native language of education, which is predicted by the language ideology at work in school (Kuyumcu, 2014, p. 200).

The basis of all bilingual education models is the acceptance of a child's two languages and the teaching and development of both in an interrelated and comparative way. This principle is unlikely to be realized if bilingual children develop their native language mainly through optional additional language classes in schools that teach an official language in a European country. This is the practice in many European countries. Turkish children continue their education in the language of the country where they live and take Turkish as an optional subject. On the other hand, education only in the native language is not appropriate because it does not reflect the bilingual environment of children and deprives children of various benefits of bilingualism (Günay, 2015, p. 71-72).

Norway is one of the European countries where there are problems with bilingualism at national and regional levels. For many students who use minority languages, the primary language of instruction at school is not their native language. In Norway, these students are at high risk of failure. In Norway, native language instruction is considered a right of the students. In this context, native language teaching is a separate course or a supplement to other parts of the curriculum. However, support for native language teaching is declining in Norway, as reported by Bezemer et al. (2005), Hyltenstam (1996), Green & Bloome (1997) and Watson-Gegeo (1997). Within the differences in local and national educational policies, teachers in Norway face various problems arising from bilingualism in their daily classroom practice. Despite the fact that teachers create various opportunities in the classroom for language teaching, little is known about the classroom practices for minority students (cited by Belet, 2009, p. 73). When we look at the literature on Turkish education of bilingual children, we see

that there are not many studies in Sweden and Norway, which are northern European countries; no studies were found in Finland.

The history of Turkish studies in Finland, which brought valuable names such as Matthias Alexandr Castren, Axel Olai Heikel, Kai Donner, Heikki Paasonen, Gustaf John Ramstedt, and Martti Räsänen to Turkology, is old, comprehensive, and the main sources referenced in the field of Turkish language history (Musa, 2012, p. 244). So far, this researcher has not been able to find any research studies that focus on bilingual children whose native language is Turkish in Finland. However, from the interviews conducted during the event, it is clear that the educational policies are similar to other countries in Northern Europe.

Although there are various opportunities for bilingual children in Northern European countries, the parents interviewed during the event also expressed that there are inadequacies. They mostly say that they try to contribute to their children's native language development by their own means. However, they note that Gersten & Baker (2000) emphasize the importance of strategically using a child's first language to support the development of second language vocabulary. Therefore, it is important to include linguistic and cultural content, such as tales, in the native language classroom because the development of the native language also makes a great contribution to the learning of the second language. In our study, we tried to explain how the type of tale, which is one of the products of folk literature, is effective in improving the vocabulary of the native Turkish students in the sample group with the following methods.

### 1. Method

This research was studied with the Single Group Pretest-Posttest Design method, which is one of the weak experimental designs from the experimental research methods. With the analysis of the data by applying the pre-test and post-test, investigations were made on whether tales increase the vocabulary of bilingual children.

This study was conducted with the decision of Social and Human Sciences Ethics Committee of Mersin University dated 03.11.2023 and numbered 238. Within the framework of this study, two 4-week 320-minute tale activities were conducted online for children living in Sweden, Norway and Finland whose native language is Turkish within the scope of "We Speak Turkish with Anatolian Tales" (Anadolu Masallarıyla Türkçe Konuşuyoruz). The event took place under the guidance of Nejla Orta and her storytelling. In addition to the children's cultural awareness of the tales, their language development in terms of vocabulary with the tales was evaluated. Anatolian folk tales were preferred in this study, both because of the applied examples and results of folk tales in education with the "Anatolian Tales Project" (Anadolu Masalları Projesi) carried out in Turkey (see also Oğuz, Ölçer Özünel, Takıl, et al., 2019) and because the tale carries the features of the language in a simple way and is entertaining.

The tales *Keloğlan ve Nasreddin Hoca*, *Nohut Oğlan*, *Anka Kuşu Masalı*, *Limon Kız*, *Ak Yılan*, *Mercan Kız*, *Sabır Taşı* and *Küllü Fatma* were told. Pre-test and post-test were applied with words selected from the tales for students' vocabulary. In addition, every week before and after the tale, some words and expressions in the tale were asked and it was evaluated what they knew or not.

Tablo 1: “We Speak Turkish with Anatolian Tales” Events Participant Information

Rank	Participant	Pretest Achievement	Posttest Achievement	Country	Age	Gender
1	A.K.	40	65	1	1	1
2	M.O	20	65	1	1	1
3	C.E	40	80	1	1	1
4	K.E	30	70	1	1	1
5	P.K.	50	85	1	1	1
6	D.A.	25	80	1	1	1
7	Ş.N.	35	85	1	1	2
8	D.E.	25	70	1	1	2
9	R.B.	10	60	1	1	2
10	R.R.	45	90	1	1	2
11	Y.A.	50	90	1	1	2
12	N.F.	20	60	1	1	2
13	Ş.F.	20	70	1	1	2
14	E.A.	30	80	1	2	2
15	K.A.	40	90	1	2	2
16	B.N.	50	100	1	2	2
17	K.H.	40	90	1	2	2
18	Y.B.	50	95	1	2	2
19	S.Ö.	25	70	2	1	1
20	K.B.	15	50	2	1	2
21	C.A.	20	65	2	1	2
22	C.B.	25	85	2	2	2
23	S.I.	20	65	2	2	2
24	A.T.	20	85	3	1	1
25	Y.A.	40	70	3	1	2
26	K.A.	20	65	3	1	2

### 1.1. Sample Group: Bilingual Students in Sweden, Norway, and Finland

As a sample group in the study, 26 volunteer students between the ages of 8-13 who participated in the “We Speak Turkish with Anatolian Tales” activities from three countries were interviewed. In addition, face-to-face interviews were conducted with the children in the focus group. The students’ vocabulary knowledge was evaluated according to their answers and observations, age, gender and countries.

Due to the importance of language learning at an early age, the ability of students to express themselves to a certain extent, and the high interest in the genre of tales, students between the ages of 8-13 were invited to our event. 80% of the students stated that they speak Turkish at home. All of them have had or are having Turkish lessons at school. They learn English as a foreign language at school.

There were 26 volunteer students who participated in the event, and the first letters of the students' first and last names were included in the sample. Five of these students were from Norway, three from Finland, and eighteen from Sweden. The table above shows the participants’ age, gender, country information, and pretest and posttest scores.

### 1.2. Data Collection Tool

When we talk about language and vocabulary, one of the first things that comes to mind is the word. For example, Turkish speakers can immediately identify some units as words, recognize them and make sense of them. They can also use these units to convey meaning and communicate. Despite this recognition and frequency of use, it is not easy to define the term word (Gökdayı, 2016, p. 383). Especially for children, this situation may be more difficult. Therefore, in order to measure students’ knowledge of tale vocabulary, a test was prepared according to various question forms and levels.

Quantitative data were obtained through the “Vocabulary Test”. Pre-test and post-test were applied to measure the Turkish vocabulary knowledge of the students. A 40-question multiple-choice and fill-in-the-blank test (with equal questions of easy, medium, difficult, advanced) was preferred. 10 of the questions were fill-in-the-blank and 30 of them were multiple choice. 40 words were selected from the tales to be told in the activity using word frequency lists and Turkish dictionary. Words asked in the test: akıl (mind), derin (deep), anlayış (understanding), dağ (mountain), tezgah (bench), kapı (door), sağlık (health), suç (crime), davranış (behavior), kurtulmak (to be saved), saklanmak (to hide), gizemli (mysterious), süslemek (to decorate), aramak (to seek), sıkıntı (trouble), muhteşem (magnificent), ekmek (bread), yetenek (talent), iplik (thread), kaçmak (to escape), bilgelik (wisdom), şimşek (lightning), ezeli (eternal), vadi (valley), dokumak (to knit), allayıp pullamak (to gild), düşman (enemy), eşik (sill), çile (suffering), ileti (message), çağrı (call), avcı (hunter), tedavi (cure), hirs (ambition), mercan (coral), nihayet (finally), takılmak (hang out), dadanmak (haunt), marifetli (talented), kabahat (fault).

While the students in the test answered all the questions in the easy categories such as “ekmek, akıl, kapı, aramak, süslemek” correctly in the pre-test, the rate of giving correct answers in the intermediate words such as “bilgelik, vadi, şimşek, anlayış, takılmak, gizemli” decreased by half. On the other hand, 20% of them were able to give correct answers to the

words in the difficult category such as “mercan, çile, kabahat, nihayet, allamak pullamak, dadanmak”.

The data were coded using SPSS program. In the analysis process, firstly, the data were entered regarding the identifier of the data source (student’s name and surname, age, gender, and country). Then, the subject, method, sample, data collection instruments and data analysis methods were determined. In addition, a comparison was made according to age, gender and country, and evaluations were made by comparing the vocabulary information at the beginning and at the end of the training.

The linguistic abilities of bilingual students in terms of vocabulary to improve Turkish vocabulary were examined and classified according to data collection tools and analysis methods. To increase the validity of the vocabulary test, an expert in the field of statistics and education was consulted.

## 2. Findings

Within the scope of “We Speak Turkish with Anatolian Tales” activities, children between the ages of 8 and 13 whose native language is Turkish were invited to participate. The demographic characteristics of the participants were determined by frequency analysis.

Table 2: Demographic Characteristics of Participants

Variables	Groups	f	Percent
Gender	Male	8	30,8
	Female	18	69,2
Country	Sweden	18	69,2
	Norway	5	19,2
	Finland	3	11,5
Age	8-10	19	73,1
	11-13	7	26,9
	Total	26	%100

As Table 2 shows, the majority of participants were bilingual students from Sweden with 69.2%. Although the study was conducted online, the fact that the narrator was in Sweden and the announcement from the embassy in Stockholm may have been effective in increasing the number of participants from Sweden. The remaining 30.7% of the students were from Norway and Finland. It was observed that female students participated more than male students. In addition, students aged 8-10 years participated more in the activity.

Frequency Analysis, Shapiro-Wilk Test, Wilcoxon Sign Ranks Test, Kruskal-Wallis Test, Mann-Whitney U Test were used to analyze the data according to the academic averages, age, gender and country of the students.



Table 3: Normality Test of Participants

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test	0,908	26	0,023
Post-test	0,951	26	0,241

a. Lilliefors Significance Correction

If the sample size is less than 30, the Shapiro-Wilk test is used, and if it is more than 30, the Kolmogorov-Smirnov test is recommended (Büyüköztürk, Kılıç Çakmak, Akgün, et.al., 2013). The Shapiro-Wilk test was preferred because the number of data was small ( $n < 30$ ) in the normality test. As a result of the test, it was concluded that the pretest results did not show a normal distribution ( $p = 0.023 < 0.05$ ). However, the post-test results showed a normal distribution ( $p = 0.241 > 0.05$ ). Therefore, nonparametric tests were preferred to analyze the data.

The Wilcoxon Signed Rank Test was performed to see if the difference between the pre-test and post-test scores was statistically significant. As a result of the test, it can be seen that all 26 people increased their scores in the post-test. The difference between the post-test and pre-test scores was statistically significant ( $p < 0.05$ ). The post-test scores are higher. Considering the average score, the pre-test average is 30.96, which is the academic success average; increased to 76.15 in the last test.

Table 4: Difference Between Pre-Test and Post-Test

Ranks				
		N	Mean Rank	Sum of Ranks
Pre-test – Post-test	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	26 <sup>b</sup>	13,50	351,00
	Ties	0 <sup>c</sup>		
	Total	26		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Test Statistics <sup>a</sup>	
Z	Post-test- Pre-test -4,485 <sup>b</sup>
Asymp. Sig. (2-tailed)	0,000

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.

The data distribution was first examined and it was concluded that the distributions of the pre-test and post-test according to the countries did not show a normal distribution. Therefore, Kruskal Wallis test, one of the non-parametric tests, was used for the analysis of differences between countries.

Table 5: Difference Analysis by Country

<b>Kruskal-Wallis Test</b>			
<b>Ranks</b>			
	Country	N	Mean Rank
Pre-test	Sweden	18	15,72
	Norway	5	7,40
	Finland	3	10,33
	Total	26	
Post-test	Sweden	18	15,17
	Norway	5	8,50
	Finland	3	11,83
	Total	26	

  

<b>Test Statistics<sup>a,b</sup></b>		
	Pre-Test	Post-Test
Chi-Square	5,393	3,205
Degree of Freedom	2	2
Asymp. Sig. (p)	,067	,201

a. Kruskal Wallis Test  
b. Grouping Variable: Country

As a result of the test, the significance values of both pre-test and post-test were found to be  $p=0.067$  and  $p=0.201$ , respectively. These values were found to be greater than 0.05 (see Table 5). In this case, the difference between countries according to pre-test and post-test is not statistically significant. The exam average rank values of the countries are close to each other.

The results of the difference analysis made by gender are shown in Table 6. It was concluded that the distribution of pre-test and post-test according to gender did not show normal distribution. Therefore, the Mann Whitney U test, which is one of the non-parametric tests, was used. In addition, since the number of subjects in both groups was not close, the averages of the [Male (8), Female (18)].

Table 6: Difference Analysis by Gender

<b>Mann-Whitney Test</b>				
<b>Ranks</b>				
	Gender	N	Mean Rank	Sum of Ranks
Pretest	Male	8	14,00	112,00
	Female	18	13,28	239,00
	Total	26		
Posttest	Male	8	12,63	101,00
	Female	18	13,89	250,00
	Total	26		

  

<b>Test Statistics<sup>a</sup></b>		
	Pre-Test	Post-Test
Mann-Whitney U	68,000	65,000
Wilcoxon W	239,000	101,000

Z	-,226	-,393
Asymp. Sig. (2-tailed)	,821	,694
Exact Sig. [2*(1-tailed Sig.)]	,849 <sup>b</sup>	,724 <sup>b</sup>
a. Grouping Variable: Gender		
b. Not corrected for ties.		

As a result of the test, it was concluded that the significance values of both pre-test and post-test were  $p=0.821$  and  $p=0.694$ , respectively. The fact that these values are  $p>0.05$  indicates that there is no statistically significant difference between the scores obtained from the pre-test and post-test according to gender, and the results are close to each other. While the mean scores of boys and girls in the pre-test are 31.25 and 30.83, the mean scores from the post-test are 75 and 76.6, respectively. As Table 6 shows, the averages of boys and girls in both exams were quite close ( $p>0.05$ ). Pretest and posttest measurements do not differ according to gender.

Since the age variable did not show normal distribution according to the pre-test and post-test results, the Mann Whitney U test, which is one of the non-parametric tests, was used. In addition, due to the small number of data [8-10 years (19), 11-13 years (7)]. Accordingly, the data obtained as a result of the difference test are given below.

Table 7. Difference Analysis by Age

Mann-Whitney Test						
Ranks						
	Age	N	Mean Rank	Sum of Ranks	Mean	Mean Difference
Pre-test	8-10	19	12,21	232,00	28,95	-7,481
	11-13	7	17,00	119,00	36,43	$p=0,01$
	Total	26				
Post-test	8-10	19	11,34	215,50	72,37	-14,060
	11-13	7	19,36	135,50	86,43	$p= 0,182$
	Total	26				
Test Statistics <sup>a</sup>						
				Pre-Test	Post-Test	
Mann-Whitney U				42,000	25,500	
Wilcoxon W				232,000	215,500	
Z				-1,440	-2,397	
Asymp. Sig. (2-tailed)				,150	,017	
Exact Sig. [2*(1-tailed Sig.)]				,169 <sup>b</sup>	,015 <sup>b</sup>	
a. Grouping Variable: Age						
b. Not corrected for ties.						

As a result of the test, the pre-test results did not show a statistically significant difference according to the age of the subjects ( $p=0.150>0.05$ ), while the post-test results showed a significant difference ( $p<0.05$ ). As show in Table 7, the Mann-Whitney U mean ranks support that older age groups have a significantly higher mean in the post-test. It was concluded that the post-test averages of the 11-13 age group were higher than those of the 8-10 age group.

As a result of the application, the average academic achievement of the students in the older age group increased significantly more.

In particular, the 8-10 year olds showed more interest in the activity. This was expected due to the narrative characteristics of the tale. It is understood that most of the students between the ages of 11-13 have more advanced vocabulary than the other age groups in relation to their age and education. It is noteworthy that while the interest in the tale is higher between the ages of 8-10, the success is higher between the ages of 11-13. However, it was observed that the interest in cultural values was high in both groups.

As can be seen from the analysis of the data, it is seen that there is a significant increase in the posttest, especially in the differences according to academic achievement and age. In the Vocabulary Test asked in the pre-test, the students answered all of the easy words correctly. While the success rate decreased by half in the medium level questions, the rate decreased even more in the difficult questions as expected (30,76%), and very few of them (15,38%) were able to give correct answers to the very difficult questions. At the beginning of the activity, the students used the words that they saw in the test, answered incorrectly or that they did not use more correctly and actively during the activity process. At the end of the event, they were able to answer the related words correctly and used them in a sentence. Answers were received when the content of the related words in the tale was asked.

To illustrate, half the class got it right when the word “gizemli(mysterious)” was first asked. But when asked on the final test, 92,30% of them knew that word. It was observed that six of the students used the adjective “gizemli” when talking about how the tale was.

With 57,69%, the rate of knowing the words “çile (suffering), eşik (sill), dokumak (to knit), hirs (ambition)” in the intermediate words remained low compared to other words. While the word “mercan (coral)” was not known by 96,15% of the students in the pre-test, all students knew this word at the end of the activity because of the “Mercan Kız” tale.

The increase in the number of words they knew at the intermediate and advanced levels was greater, especially at the intermediate level. At the end of the tale activity, only 42,30% of the class could answer the words “marifetli (talented), kabahat (fault), ezeli (eternal), allamak pullamak (to decorate), dadanmak (to haunt)”. The lowest rate was for these words. Although these words were known by the students when the tale was told at the end of the lesson, it was observed that the words were forgotten after a few weeks.

Before telling the end of some the tales in the activity, the students were asked to continue the continuation of the tale themselves. While the vocabulary and expressiveness they used at the beginning of the activity was weaker, it was observed that they had a richer and more creative expression towards the end of the activity. It was observed that there was an increase not only in learning the words asked in the test, but also in learning other words such as “müttefik (allied), kusur (defect), hünerli (ingenious), sıkıntı (distress), arzu (desire), kumaş (cloth), görüş (opinion), idrak (perception), bilge (wise), istek (request)” in the tale and using these words while speaking. It was observed that the rate of using such words was significantly higher especially among the students whose age group was above 11 years.

It was also observed during the activity that children whose native language is Turkish make comparisons with their own language and culture while learning the language and culture of the country in which they live.

### 3. Conclusion and Suggestion

Bilingual individuals learn language through their native language while they learn the second language. Therefore, the development of the native language and the development of the second language are more or less parallel. Developing vocabulary for both languages while learning a language for children can sometimes be boring and tiring. The analysis results of the research show that stories, which are one of the narrative types inherited from the products of oral culture, are used as an entertaining and developing tool in language development with linguistic richness, and that they have positive contributions to learning in improving vocabulary. Although there are some difficulties in finding someone who has been trained and in finding energy, time, place, it is believed that the tale is very developer in terms of vocabulary, as well as other functions, if the language of the tale is somehow included in the education.

As a result of the tale activities with the students, it is seen that bilingual children have additional benefits. By listening to tales in both languages, they have the opportunity to expand their vocabulary as well as improve their grammar comprehension and listening skills. Tales, with their fictional structure, plot and motifs, can contribute to the development of children's analytical thinking skills. By listening to tales in different languages, bilingual children can acquire the skills to understand and analyze the structures of stories. Since folk tales show interactions and communication between characters, it can also help children develop social and communication skills. In fact, the children's vocabulary and communication skills improved as the activity progressed. In addition, bilingual children can improve their ability to communicate effectively in both languages by listening to folk tales in different languages. For bilingual children, learning folk tales in both their first and second languages can help them understand the cultural context of both languages and develop their own identities.

Of course, every child's language development is different and these effects may vary from individual to individual. However, as can be seen from the results of the analysis, tales can be used as an effective tool to increase students' vocabulary. Tales can be integrated into the language education of bilingual children in schools. Native language education could be improved by including an elective course on tales. Families could be encouraged to participate in the experimental processes, which could lead to better results. At least at certain times of the year, language development activities related to tales and other results can be organized. Derived tales, rhymes and vocabulary exercises, new activities, games and creativity activities can provide progressive and versatile gains in children's language development. Better results can be achieved with group work according to age and language ability, as well as social gains.

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### Geniş Özet

Dünyada iki dilli kişilerin sayısı ve iki dilliliğe yönelik çalışmalar giderek artmaktadır. İki dilli bireylerin günlük ihtiyaçlarını karşılayabilmesi için her iki dilde de belirli düzeyde sözcük bilgisine sahip olmaları gerekir. Ayrıca iki dilli bireyler, ikinci dili öğrenirken dili de ana dilleri aracılığıyla öğrenirler. Dolayısıyla ana dilin gelişimi ile ikinci dilin gelişimi bu doğrultuda aşağı yukarı paraleldir. Çocuklar için dil öğrenirken özellikle her iki dile ait sözcük dağarcığını geliştirmek bazen sıkıcı ve yorucu olabilmektedir. Bu açıdan masallar eğitici ve eğlendirici işlevleriyle çözüm sunabilen araçlardan biridir.

Bu çalışma kapsamında İsveç, Norveç ve Finlandiya’daki iki dilli Türk çocuklarıyla Nejla Orta yönetiminde ve onun masal anlatıcılığında çevrim içi olarak bir etkinlik gerçekleştirilmiştir. Bu ülkelerdeki iki dilli öğrencilerden “Anadolu Masallarıyla Türkçe Konuşuyoruz” etkinliğine katılan ve ana dili Türkçe olan 8-13 yaş arası öğrenciler örneklem grubunu oluşturmaktadır. Öğrenciler için önce etkinlikte anlatılacak Anadolu masalları belirlenmiştir, daha sonra bu masalların içinden sözcükler seçilerek ön test ve son test uygulanmıştır. Çalışmada iki dil bilen çocukların ana dillerindeki sözcük dağarcığının masallarla artırılıp artırılmayacağı araştırılmıştır. Ayrıca yaşa, cinsiyete ve ülkelere göre analizler ve çıkarımlar yapılmıştır.

Çalışmadaki örneklem deneysel araştırma yöntemlerinden zayıf deneysel tasarımlardan biri olan Tek Grup Ön Test-Son Test Deseni yöntemiyle incelenmiştir. SPSS yöntemiyle iki dilli Türk çocuklarının sözcük dağarcığı ve dinlediğini anlama becerilerine odaklanılmıştır. Verilerin analizinde Frekans Analizi, Shapiro-Wilk Testi, Wilcoxon İşaret Sıraları Testi, Kruskal Wallis Testi, Mann Whitney U Testi kullanılmıştır. Testler sonucunda öğrencilerin yaşlarına göre ön test sonuçları istatistiksel olarak anlamlı farklılık göstermezken ( $p=0,150>0,05$ ), son test sonuçları ise anlamlı farklılık gösterdi ( $p<0,05$ ). Tablo 7’de görüldüğü gibi, Mann-Whitney U sıralama ortalaması, daha büyük yaş gruplarının son testte anlamlı derecede daha yüksek bir ortalamaya sahip olduğunu desteklemektedir. 11-13 yaş grubunun son test ortalamalarının 8-10 yaş grubuna göre daha yüksek olduğu sonucuna ulaşılmıştır. Uygulama sonucunda büyük yaş grubundaki öğrencilerin ortalama akademik başarıları anlamlı düzeyde daha fazla artmıştır.

Etkinliğe özellikle 8-10 yaş arası çocukların ilgisi daha fazla olmuştur. Masalın anlatım özelliklerinden dolayı bu beklenen bir durumdur. 11-13 yaş arası öğrencilerin büyük çoğunluğunun yaş ve eğitim durumuna göre diğer yaş gruplarına göre daha gelişmiş sözcük bilgisine sahip olduğu anlaşılmaktadır. 8-10 yaşları arasında masallara olan ilginin daha fazla olduğu, 11-13 yaşları arasında ise başarının daha yüksek olduğu dikkat çekmektedir. Ancak her iki grupta da kültürel değerlere ilginin yüksek olduğu görülmüştür.

Verilerin analizinden de anlaşılacağı üzere son testte özellikle akademik başarı ve yaşa göre farklılıklarda anlamlı bir artış olduğu görülmektedir. Ön testte sorulan “Sözcük Bilgisi Testi”nde öğrenciler kolay sözcüklerin tamamını doğru cevaplamışlardır. Orta düzey sorularda başarı oranı yarı

yarıya düşerken ileri düzey sorularda beklendiği gibi oran daha da düşmüştür (%30,76) ve çok azı (%15,38) ileri düzey sözcük bilgisi sorularına doğru cevap verebilmiştir. Öğrenciler etkinliğin başında testte gördükleri, yanlış cevapladıkları veya etkinlik sürecinde daha doğru ve aktif kullanmadıkları sözcükleri zamanla daha çok kullanmaya başlamışlardır. Etkinliğin sonunda ise ilgili sözcükleri doğru cevaplayıp cümle içinde kullanabildikleri ve masalda kullanılan sözcüklerin içerdiği hakkında da doğru yanıtlar verdikleri tespit edilmiştir. Örnek vermek gerekirse öğrencilere “gizemli” kelimesi ilk sorulduğunda sınıfın yarısı sözcüğün doğru anlamını bilmişlerdir. Aynı sözcük son testte sorulduğunda çocukların yüzde %92,30’u doğru cevap vermişlerdir. Çocuklara bu masalı nasıl buldukları sorulduğunda altı öğrencinin “gizemli” sıfatını kullandığı belirlenmiştir.

Orta düzey sözcükler içinde değerlendirilen “çile, eşik, dokumak, hırs” kelimelerini bilme oranı %57,69 ile diğer sözcüklere göre düşük kalmıştır. Ön testte öğrencilerin %96,15’i “mercan” sözcüğünü bilmezken, etkinlik sonunda tüm öğrenciler “Mercean Kız” masalı nedeniyle bu sözcüğü bilmişlerdir. Orta ve ileri seviyelerde bildikleri sözcüklerdeki artış özellikle orta seviyede daha fazladır. Masal etkinliği sonunda “marifetli, kabahat, ezeli, allamak pullamak, dadanmak, musallat olmak” sözcüklerine öğrencilerin yalnızca %42,30’u doğru cevap verebilmiştir. Ders sonunda ilgili masal anlatıldığında bu sözler öğrenciler tarafından biliniyor olsa da birkaç hafta sonra kelimelerin bazılarının unutulduğu görülmüştür.

Etkinlikte bazı masalların sonunu anlatmadan önce öğrencilerden masalın devamını kendilerinin sürdürmeleri istenmiştir. Etkinliğin başında kullandıkları kelime dağarcığı ve ifade gücü daha zayıfken etkinliğin sonuna doğru daha zengin ve daha yaratıcı bir ifadeye sahip oldukları gözlemlenmiştir. Sınavda sorulan sözcüklerin yanı sıra “müttefik, kusur, hünerli, sıkıntı, arzu, kumaş, görüş, idrak, bilge, istek” gibi diğer sözcüklerin öğrenilmesinde de artış olduğu görülmüştür. Masalda “arzu, kumaş, görüş, idrak, bilge, istek” ifadelerinin yer alması ve konuşurken bu sözcüklerin kullanılmasının, özellikle 11 yaş üstü olan öğrencilerde kullanma oranının, anlamlı derecede yüksek olduğu görülmüştür.

Araştırmadaki değerlerin ülkelere ve cinsiyete göre birbirine yakın olduğu ve anlamlı bir değişkenlik göstermediği tespit edilirken Türkçe sözcük dağarcığının artması açısından akademik başarı ortalamasında anlamlı değişikliklerin olduğu sonucuna ulaşılmıştır. Araştırmanın analiz sonuçları, sözlü kültür ürünlerinden biri olan masalların iki dilli çocuklarda da dil zenginliğiyle dil gelişiminde eğlendirici ve geliştirici bir araç olarak kullanılabilirliğini ve söz varlığı gelişimi açısından öğrenmenin geliştirilmesinde olumlu katkıları olduğunu göstermektedir.

Öğrencilerle yapılan masal etkinliklerinin sonucunda iki dilli çocuklarda ek kazanımların da olduğu görülmektedir. Her iki dilde de masalları dinleyerek sözcük dağarcığını genişletmenin yanında dil bilgisini anlama ve dinleme yeteneklerini artırma fırsatına sahip olabilmektedir. Masallar genellikle içerdikleri kurgusal yapısıyla olay örgüsüyle ve motifleriyle çocukların analitik düşünme yeteneklerini geliştirmelerine katkıda bulunabilmektedir. İki dilli çocuklar, masalları farklı dillerde dinleyerek hikâyelerin yapılarını anlama ve analiz etme becerileri edinebilmektedir. Halk masalları, karakterler arasındaki etkileşimleri ve iletişimi gösterdiği için bu durum çocukların sosyal ve iletişim becerilerini geliştirmelerine de yardımcı olabilmektedir. Nitekim yapılan aktivitede etkinlik ilerledikçe çocuklarda söz varlığının yanında iletişimin güçlenmesi yönünde de bir gelişim gözlenmiştir. Ayrıca iki dilli çocuklar, masalları farklı dillerde dinleyerek her iki dilde de etkili iletişim kurma becerilerini artırabilmektedir. İki dilli çocuklar için halk masallarını hem ana dillerinde hem de ikinci dillerinde öğrenmek her iki dilin kültürel bağlamını anlamalarına ve kendi kimliklerini geliştirmelerine de katkı sunabilmektedir. Nitekim etkinlikte ana dili Türkçe olan çocukların sözcükleri öğrenirken yaşadıkları ülkenin dili ve kültürüyle kendi dilleri ve kültürleriyle eşleştirmeler yaptıkları da gözlemlenmiştir.

Elbette her çocuğun dil gelişimi farklıdır ve bu etkiler bireyden bireye değişebilir. Ancak analiz sonuçlarından da anlaşılacağı üzere masallar öğrencilerin söz varlığını arttırmada etkili bir araç olarak kullanılabilir. Masallar, okullarda iki dil bilen çocukların dil eğitimine entegre edilebilir. Ana dil eğitimine masallarla ilgili seçmeli bir ders dâhil edilerek bu konuda bir gelişme sağlanabilir. Ailelerin deneysel süreçlere katılımı teşvik edilebilir, bu şekilde daha iyi sonuçlar elde edilebilir. En azından yılın belirli zamanlarında masallar ve diğer kazanımlarla ilgili dil gelişimine yönelik etkinlikler yapılabilir. Bunlardan türetilen masallar, tekerlemeler ve sözcük çalışmaları, yeni etkinlikler, oyunlar ve yaratıcılık etkinlikleri çocukların dil gelişiminde ilerici ve çok yönlü kazanımlar sağlayabilir. Yaş ve dil yeteneklerine göre grup çalışmasıyla daha iyi sonuçlar alınabilir, bunun yanında sosyal kazanımlar da elde edilebilir.