



Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

**VOCABULARY LEARNING STRATEGIES OF PREPARATORY SCHOOL  
STUDENTS AT UFUK UNIVERSITY**

Eda Aparı

Master's Thesis

Ankara, 2016



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## KABUL VE ONAY


Eda Aparı tarafından hazırlanan “Ufuk Üniversitesindeki Hazırlık Sınıfı Öğrencilerinin Kullandığı Kelime Öğrenme Stratejileri” başlıklı bu çalışma, 04.03.2016 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

  
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## BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

- ✓ Tezimin tamamı her yerde erişime açılabilir.
- ✓ Tezim sadece Ufuk Üniversitesi yerleşkelerinden erişime açılabilir.
- ✓ Tezimin 3. yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

08/03/2016



Eda APARI

*To my beloved family*

*I thank you very much for your love, patience, and support*

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## ABSTRACT

APARI, Eda. Vocabulary Learning Strategies of Preparatory School Students at Ufuk University, Master's Thesis, Ankara, 2016.

This study was carried out to investigate the most and least frequently used vocabulary learning strategies used by Preparatory School students at Ufuk University. More specifically, the aim of the current investigation is to find out types and frequency of vocabulary learning strategies which English Preparatory School students at Ufuk University employ to discover the meaning of a new vocabulary item and to consolidate the meaning of a vocabulary item once it has been encountered.

350 students studying at preparatory school of Ufuk University participated in the study. The data were collected through vocabulary learning strategy questionnaires based on Schmitt's Taxonomy of Vocabulary Learning Strategies (1997). A pilot study was conducted with 50 students, then questionnaires were distributed to 300 students. In order to get in-depth data, semi-structured interviews were also used. Randomly selected 10 students were interviewed.

The findings of the study revealed that English Preparatory class students at Ufuk University use the "Social (Discovery) Strategies" the most frequently. On the contrary, the least frequently used Vocabulary Learning Strategies are found to be "Memory Strategies". Moreover, the analysis of the interview demonstrated that using a bilingual dictionary was reported to be the most commonly adopted strategy by the students to find out the meaning of a new word.

**Key Words:** Vocabulary, Language Learning Strategies, Vocabulary Learning Strategies



## ÖZET

APARI, Eda. Ufuk Üniversitesindeki Hazırlık Sınıfı Öğrencilerinin kullandığı Kelime Öğrenme Stratejileri, Yüksek Lisans Tezi, Ankara, 2016.

Bu çalışma, Ufuk Üniversitesi Hazırlık Okulundaki öğrencilerin en çok ve en az kullandıkları kelime öğrenme stratejilerini incelemek için yapılmıştır. Daha detaylı olarak, bu araştırmanın amacı Ufuk Üniversitesi Hazırlık Okulundaki öğrencilerin yeni bir kelimenin anlamını bulmak ve daha önce öğrendikleri bir kelimenin anlamını pekiştirmek için kullandıkları kelime öğrenme stratejilerinin türlerini ve sıklıklarını bulmaktır.

Çalışmaya, Ufuk Üniversitesinde okuyan 350 hazırlık sınıfı öğrencisi katılmıştır. Veriler, Schmitt'in Kelime Öğrenme Stratejileri Taksonomisi (1997) esas alınarak hazırlanan kelime öğrenme stratejileri anketleri ile toplanmıştır. 50 öğrenci ile bir pilot çalışma yürütülmüştür, ardından, 300 öğrenciye anketler dağıtılmıştır. Daha ayrıntılı veri toplamak için, yarı yapılandırılmış röportaj da kullanılmıştır. Rastgele seçilmiş 10 öğrenci ile yüz yüze görüşmeler yapılmıştır.

Araştırmanın sonuçları, Ufuk Üniversitesi Hazırlık sınıfı öğrencilerinin en sık “Sosyal (Keşif) Stratejileri”ni kullandıklarını ortaya koymuştur. Buna karşılık, “Hafıza Stratejileri”nin en az kullanılan kelime öğrenme stratejileri olduğu bulunmuştur. Ayrıca, röportajların analizleri, iki dilli sözlük kullanmanın bir kelimenin anlamını öğrenmek için öğrenciler tarafından en yaygın başvuru strateji olduğunu göstermiştir.

**Anahtar Sözcükler:** Kelime, Dil Öğrenme Stratejileri, Kelime Öğrenme Stratejileri

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## LIST OF ABBREVIATIONS

COG	: Cognitive strategies
DET	: Determination strategies
LSs	: Learning Strategies
LLSs	: Language Learning Strategies
MEM	: Memory strategies
MET	: Metacognitive strategies
SOC	: Social strategies
VLSs	: Vocabulary Learning Strategies

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Vocabulary, as “the core or heart of language” (Lewis, 1993: 89), plays a crucial role in the language learning process. The most important thing in learning a language is the acquisition of vocabulary, and the ability to use it. Vocabulary is the key factor essential for mastering a language. The main reason why people learn second language is for communication. When learning a language, it is necessary to master four skills, which are listening, reading, speaking and writing. Meanwhile, vocabulary knowledge is fundamental to them. It is impossible to understand a sentence without knowing the meaning of the words. That is to say, the lack of vocabulary knowledge has a negative effect on the other language skills.

Unfortunately, the process of acquiring vocabulary is often challenging for many students. It is obvious that lack of sufficient vocabulary knowledge is a serious obstacle for many students learning English as a second language. Learners themselves also acknowledge that they experience considerable difficulty in learning vocabulary, and most learners identify the acquisition of vocabulary as their “greatest single source of problems” (Meara, 1980: 221). The lack of vocabulary resulted in many learners having difficulties in language study.

Vocabulary learning is the greatest challenge for most language learners. As a prerequisite for language system, vocabulary learning is of great importance to language acquisition and as Wilkins (1972) put forward it is unlikely to learn a language without knowing vocabulary. The study of vocabulary is at the heart of language learning and teaching.

Vocabulary and grammar have always been considered as vital components in the learning process, yet vocabulary has been more emphasized. In a language, as Wilkins (1972: 111) puts it "without grammar very little can be conveyed; without vocabulary nothing can be conveyed". Ellis (1994) affirms Wilkins' (1972) statement and assures that lexical errors block learners' understanding more than grammar does. In addition, Vermeer (1992: 147) points out that "knowing words is the key to understanding and being understood. The bulk of learning new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language". Similarly McCarthy (1990: iix) emphasizes that "no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way".

Vocabulary has a vital role in language learning and teaching; however; it is a challenge to most learners. To deal with this problem, the first thing to do is to explore the strategies that the learners employ to learn new words and make them aware that there are various vocabulary learning strategies that they could use in learning new words. Learning strategies can facilitate the acquisition of vocabulary and affect second language acquisition as well.

It is an undeniable fact that teachers cannot monitor or keep track of each of their students' learning path as it is not always easily accessible to the teacher. Therefore, since most of the teachers find it hard to determine what kind of teaching method or strategy best suits their students' needs, in most English language classes, the teachers teach students with the same teaching method. However, some students can acquire the language easily and successfully while others fail. The reason of this may be related to some learning strategies. The same learning strategies may be helpful and effective for some students but impractical and unsuccessful for others. Wenden and Rubin (1987) state that learners have their own kind of learning skills in the process of language learning. It means that the learners should benefit from some learning strategies to make their second language learning more effective. Many studies also reveal that in addition to teachers' teaching methodologies, learner strategies

have a vital role in influencing foreign language acquisition. They provide effective ways for the learners and help them become more autonomous during the learning process.

A number of researchers (Gu & Johnson, 1996; O'Malley & Chamot 1990; Oxford, 1990; Schmitt, 2000) have set forth a variety of classifications of vocabulary learning strategies. However, the taxonomy developed by Schmitt (1997) has been used for the purpose of this study. He proposes two types of vocabulary learning strategies: discovery strategies and consolidation strategies. Discovery strategies refer to strategies used to uncover the meaning of the words presented to the learner for the first time while consolidation strategies are applied to help the learner internalize the meaning when he/she encounters the word afterwards.

## **1.2. Statement of the Problem**

In the field of English language learning, many factors such as students' learning styles, teachers' teaching styles, and students' background contribute to the students' low English language learning proficiency. One of the most common problems of learning English is that most of the students lack particular vocabulary knowledge that has a big impact on students' reading comprehension. As a study on vocabulary by Granowsky (2002) reveals, many researchers have supported the significance of vocabulary knowledge not only in practicing students' reading comprehension but also in their school success in general. Also, students with limited vocabulary knowledge cannot express themselves and communicate well.

“Vocabulary learning is one of the major challenges that foreign language learners face during the process of learning a language” (Ghazal, 2007: 84). It is a continuous process of encountering new vocabulary items in meaningful and comprehensible language contexts (Harmon, Wood and Kiser, 2009). Further, it is not just memorizing the words and their meanings but a more complicated process because it involves seeing, hearing and using words in a meaningful way (Bintz, 2011; Daniels and Zemelman, 2004). In Turkey, some Turkish EFL students are taught vocabulary in a passive way in which they repeat the English

words spoken and memorize their spelling and meanings. This is the reason of not having enough vocabulary knowledge among students. However, there are other students who can deal with the vocabulary problems on their own. For the students who have adequate vocabulary knowledge, vocabulary learning strategies can help improve their vocabulary learning; as has been put forward by Nation (2001), a large and rich vocabulary can be acquired with the help of vocabulary learning strategies.

### **1.3. Objectives of the Study**

The principal objective of the present study is to find out the use of vocabulary learning strategies most and least frequently used by English Preparatory School students at Ufuk University, according to Schmitt's Taxonomy. More specifically, the purpose of the present investigation is to investigate types and frequency of vocabulary learning strategies which English Preparatory School students at Ufuk University reported employing to discover the meaning of a new vocabulary item and to consolidate the meaning of a vocabulary item once it has been encountered.

The research will also help students to choose the strategies that fit their learning styles and personalities and also offer a wide range of strategies to enhance vocabulary acquisition. It also aims to raise the students' awareness that there are many other vocabulary learning strategies.

### **1.4. Significance of the Study**

The study can reveal the most and least frequently used vocabulary learning strategies implemented by Preparatory School students at Ufuk University. This study will contribute to the literature in this area. The teachers can implement the findings of this study to support high proficient students and encourage weak students. The results of this study may also applied to other skills in language learning such as grammar or reading.



### **1.5. Research Questions**

The following questions have been addressed in the present study:

- 1.** What types of vocabulary learning strategies do Ufuk University undergraduate students employ for their vocabulary learning?
  - a.** Out of 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive) which one of them is most frequently used by the preparatory class students at Ufuk University in English vocabulary learning?
  - b.** Out of 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive) which one of them is least frequently used by the preparatory class students at Ufuk University in English vocabulary learning?
- 2.** Which vocabulary learning strategies are most frequently used by the preparatory class students at Ufuk University in English vocabulary learning?
  - a.** What are some of the most commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word?
  - b.** What are some of the most commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered?
- 3.** Which vocabulary learning strategies are least frequently used by the preparatory class students at Ufuk University in English vocabulary learning?
  - a.** What are some of the least commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word?
  - b.** What are some of the least commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered?

## **1.6. Scope of the Study**

This study focuses on the use of vocabulary learning strategies used by 350 Preparatory School students who were considered as elementary level learners at Ufuk University, with age average between 17-40 years during the first semester of 2015. These students were questioned about their usage of vocabulary learning strategies following Schmitt's Taxonomy.

## **1.7. Definitions of Terms**

### **Learning Strategies (LSs)**

“Learning Strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information.” (Rubin, 1987:71)

### **Language Learning Strategies (LLSs)**

Language learning strategies generally refer to techniques or learning process that students use to support their language learning.

### **Vocabulary Learning Strategies (VLSs)**

Vocabulary learning strategies refer to any set of techniques or learning behaviors that language learners reported using in order to facilitate their vocabulary learning with the aim of improving their vocabulary knowledge.

**DET:** Determination strategies

**SOC:** Social strategies

**MEM:** Memory strategies

**COG:** Cognitive strategies

**MET:** Metacognitive strategies

### **1.8. Limitations of the Study**

However, there are some limitations of this study. This study is involving only the preparatory class students of Ufuk University in Ankara, Turkey. Thus, the results may not portray the condition of other students' vocabulary learning strategies in other schools and cannot be generalized to a larger population.

### **1.9. Conclusion**

I believe that the results drawn from this research will serve both learners and teachers to effectively learn and teach vocabulary at the university level.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. Introduction

As Nation (2001) states, vocabulary learning strategies are an integral part of language learning strategies which in turn take part in general learning strategies. Therefore, before discussing related research on vocabulary learning strategies, this chapter will firstly review the literature on language learning strategies. Section 2.2 introduces definitions and classifications of language learning strategies, factors influencing learner's choice of language learning strategies, language learning strategy use and language performance.

Section 2.3 reviews the literature related to vocabulary learning including the definition and importance of vocabulary, vocabulary learning approaches, vocabulary and the four language skills and type of vocabulary.

Section 2.4 investigates the literature concerning vocabulary learning strategies including the definitions of vocabulary learning strategies, classifications of vocabulary learning strategies and Schmitt's Taxonomy of vocabulary learning strategies.

#### 2.2. Language Learning Strategies

The study of language learning strategies has gained popularity, thus called as an "explosion activity" (Skehan, 1991: 285) since 1970s when the researchers and the teachers have shifted their focus from the methodology to the student. Teachers as well as the researchers realized

that some students could perform in language learning tasks much better than others irrespective of the teaching methods. The reason of this learning difference was the learners themselves and their own methods. Furthermore, from point of view of cognitive learning, language learners were not regarded as passive recipients who only react what was thought but as active participants who directly and voluntarily affect the learning process. Hence, Hosenfeld (1979: 52) suggested that “instead of focusing upon the teaching act and viewing learning as adapting to this act, we should initially focus upon the learning act and view teaching as adapting to learning.” This tendency to focus on learners and the learning act encouraged the researchers to examine the characteristics and behaviors of good language learners closely (Rubin, 1975; Stern, 1975; Naiman et al., 1978). These studies showed that successful language learners employ several strategies that seemed to support their success in learning. As a result, studies on good language learners have paved the way for a great number of research on language learning strategies.

### **2.2.1. Definitions of Language Learning Strategies**

Over the last few decades, various definitions regarding language learning strategies have been identified by several researchers. According to Wenden and Rubin (1987: 19), language learning strategies are "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". Further, they regard LLS as strategies “which contribute to the development of the language system which the learner constructs and affect learning directly”. (1987: 23)

According to Cohen (1996: 2), second language learner strategies are “the steps or actions selected by learners either to improve the learning of a second language, the use of it, or both”. Cohen (1996: 3), also expands his definition by making a differentiation between the strategies employed to acquire new language, “second language learning” and what he terms as “language use strategies” which refer to the methods adopted by learners to practice the existing language they have.

Furthermore, O'Malley and Chamot (1990: 1) regards language learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Nunan (1991: 168) defines language learning strategies as "the mental processes which learners employed to learn and use the target language." Richards sees language learning strategies as thoughts used by the learners so as to better help them understand, learn or remember new information. (Richards et al 1992: 209)

Comparing the definitions of O'Malley and Chamot (1990) and Cohen (1996), it can be concluded that "in the Cohen definition, the focus is on behavioral elements (i.e. 'steps or actions') whereas the O'Malley and Chamot definition states not only that behavior constitutes learning, but also includes mental processes (i.e. 'special thoughts')" (Olah, 2006: 190). This distinction is significant for the research of learning strategies because of the fact that "if strategies are based primarily on behavior, then they can be observed, the more predominant belief however is that learning strategies also incorporate a large number of mental activities, meaning observation alone will not give an accurate insight into the nature of learning strategies, an inadequacy that necessitates some kind of self-reported information" (Olah, 2006: 190).

Another definition comes from Ellis (Ellis, 1985), who in his book "*Understanding Second Language Acquisition*" states that language learning strategies are "how learners accumulate new L2 rules and how they automatize existing ones." This process can be conscious or subconscious (Ellis, 1985: 299) He further explains it as "the mental processes of acquiring and using the L2. They are the techniques, approaches, methods, or intentional actions learners take to fully acquire the target language. A good user of learning strategies can be a good self-teacher." (Ellis, 1985: 299-300).

Oxford makes another interpretation and defines language learning strategies as "specific actions, behaviors, steps or techniques that students, often intentionally, use to improve their progress in developing L2 skills." (Oxford, 1992: 18). Oxford also characterizes learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval and

use of information; specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (Oxford, 2001: 166). She asserted that language learning strategies play a crucial role in language learning as appropriate strategies contributed to enhanced proficiency and more self-confidence.

Oxford (1990: 9) also proposes a list of twelve key features by summarizing her view of language learning strategies, claiming that they:

1. contribute to the main goal, communicative competence.
2. allow learners to become more self-directed.
3. expand the role of teachers.
4. are problem-oriented.
5. are specific actions taken by the learner.
6. involve many aspects of the learner, not just the cognitive.
7. support learning both directly and indirectly.
8. are not always observable.
9. are often conscious.
10. can be taught.
11. are flexible.
12. are influenced by a variety of factors.

(Oxford, 1990: 9)

Among the twelve key features listed above, the tenth argument, which refers to the idea that language learning strategies are able to be taught to learners, makes it especially worthwhile for language researchers to investigate this issue deeply so that correct and necessary strategy instructions can be provided to learners to improve their learning.

## **2.2.2. Classifications of Language Learning Strategies**

In the field of language learning, LLS have been classified by various scholars. The classifications made by these scholars are also known as taxonomies of LLS. However, majority of these attempts to categorize language learning strategies reflect more or less the same classifications of language learning strategies without any noteworthy changes; which means that theorists have not reached a consensus on the types and classification of LLS.

A number of researchers in the field have attempted to identify all possible strategies employed by second language learners and classify these strategies in a systematized way. The most remarkable classifications are those of Rubin (1987), O'Malley and Chamot (1990) and Oxford (1990). In the following parts, these taxonomies are going to be discussed in-depth.

### **2.2.2.1. Rubin's Classification of Language Learning Strategies**

In the field of language learning strategies, Rubin can be considered as a pioneer to make a distinction between direct strategies that affect learning directly and indirect strategies that contribute to learning in an indirect way.

According to their contributions to language learning, Rubin (1987) classifies three kinds of strategies used by learners. These are "Learning Strategies", "Communication Strategies", and "Social Strategies". Whereas learning strategies directly contribute to language learning, communication strategies and social strategies contribute to language learning indirectly.

#### **2.2.2.1.1. Learning Strategies**

The first category, Learning Strategies, is composed of two primary kinds "Cognitive Learning Strategies" and "Metacognitive Learning Strategies". They are the strategies that directly contribute to the language system created by the learner.



Cognitive Learning Strategies: These strategies refer to “the steps or operations used in learning or problem-solving that requires direct analysis, translation, or synthesis of learning materials.” (Wenden & Rubin 1987: 23). Rubin (1987) classified six main cognitive learning strategies directly contributing to language learning: they are “Clarification / Verification”, “Guessing / Inductive Inferencing”, “Deductive Reasoning”, “Practice”, “Memorization”, and “Monitoring”.

Metacognitive Learning Strategies: These strategies refer to “the knowledge of cognitive process and regulation of cognition or executive control or self-management through such process as planning, monitoring and evaluating.” (Wenden & Rubin 1987: 23). They are used to supervise, regulate or self-direct language learning. They involve a number of processes as planning, prioritizing, setting goals, and self-management.

#### **2.2.2.1.2. Communication Strategies**

The second category, Communication Strategies, which do not directly contribute to the language learning as they focus on the process of taking part in a conversation and understanding what the speaker intended to say. These strategies are generally used by speakers “when they have some difficulty in communicating, or when faced with misunderstanding by another speaker” (Wenden & Rubin 1987: 26).

#### **2.2.2.1.3. Social Strategies**

The third category is Social Strategies, which Rubin explained them as “the activities that afford learners the opportunities to be exposed to the target language and practice their knowledge.” Unlike communication strategies, social strategies do not offer learners opportunities to practice the knowledge they have learnt. Hence, “they contribute indirectly to the obtaining, storing, retrieving, and using of language.” (Wenden & Rubin 1987: 27)

#### **2.2.2.2. O'Malley's Classification of Language Learning Strategies**

O'Malley *et al.* (1985: 582-584) classified language learning strategies into three major subcategories: they are "Metacognitive Strategies", "Cognitive Strategies", and "Socio-affective Strategies".

##### **2.2.2.2.1. Metacognitive Strategies**

It can be indicated that metacognitive strategy is a term that refers to the executive function, strategies which necessitate planning for learning, organizing the learning process taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Strategies such as self-monitoring, self-evaluation, advance organizers, self-management, and selective attention can be included among the main metacognitive strategies.

##### **2.2.2.2.2. Cognitive Strategies**

In comparison with Metacognitive Strategies, it can be pointed out that cognitive strategies are both more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, translation, grouping, note taking, key word, elaboration, inferencing, contextualization, auditory, deduction, representation, transfer, etc. are among the most significant cognitive strategies.

##### **2.2.2.2.3. Socio-affective Strategies**

Concerning socio-affective strategies, it can be put forward that they are related with forming an interaction with others. Cooperation with others to solve a problem, questioning for clarification, and self-talk and rephrasing can be considered some examples of socio-affective strategies. (Brown, 1987: 93-94)

### **2.2.2.3. Oxford's Classification of Language Learning Strategies**

Most of the categorizations of language learning strategies have a number of common characteristics. However, according to Ellis (1994), Oxford proposed “perhaps the most comprehensive classification of language learning strategies to date” (Ellis, 1994: 539). Oxford intended to cover all the bases of almost every strategy in previous literature for her taxonomy by compiling an extensive list of strategies that were defined in early studies. Therefore, Oxford's taxonomy is not totally different from the earlier ones and so most of the parts of Oxford's classification overlaps with the taxonomy of O'Malley's (1985) to a large extent. To give an example, O'Malley's Cognitive Strategies category appears to include both the Cognitive and Memory Strategies in Oxford's taxonomy. Furthermore, O'Malley classifies socio-affective strategies as one category whereas Oxford addresses them as two distinct categories. However, a great difference in Oxford's taxonomy is that she includes compensation strategies in her classification, which have not been handled in any of the main classification systems previously.

In general terms, Oxford divides language learning strategies into two major classes as direct and indirect; and subdivided them into six groups by building upon previous categorizations of other theorists (Rubin, 1981; O'Malley et al., 1985). Briefly stated, direct strategies consisted of “memory, cognitive and compensation strategies” (see Figure I); indirect strategies included “metacognitive, affective and social strategies” (see Figure II), (Oxford, 1990). The detailed explanation of each strategy is indicated as follows: (Oxford & Crookall, 1989: 404)

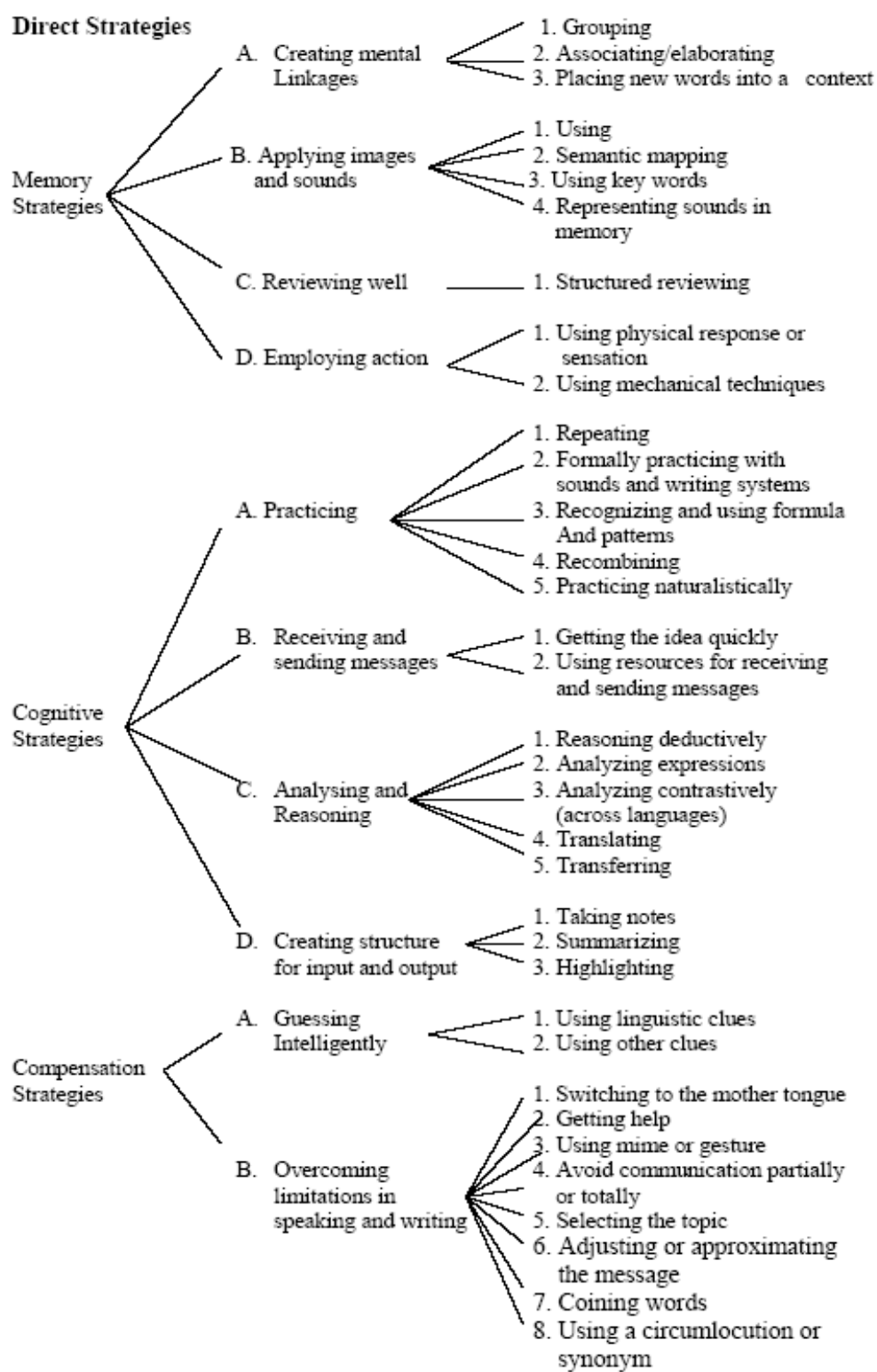


Figure 2. 1: Diagram of Oxford's Strategy Classification System of Direct Strategies (Oxford, 1990: 18-21)

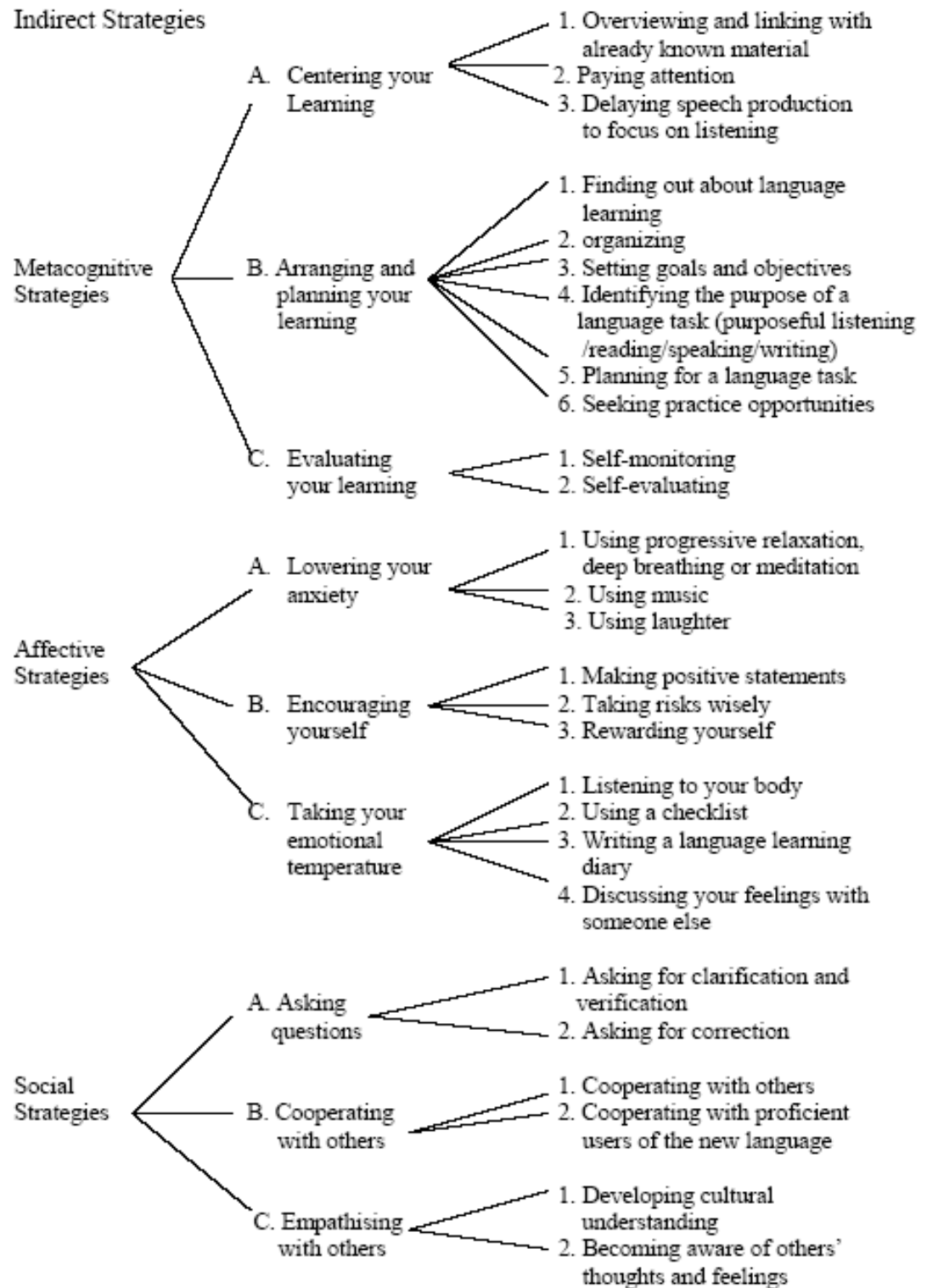


Figure 2. 2: Diagram of Oxford's Strategy Classification System of Indirect Strategies (Oxford, 1990: 18-21)

### 2.2.2.3.1. Direct Strategies

Direct strategies, which directly handle the target language, consist of three sub-types: Memory, Cognitive and Compensation Strategies.

**Memory Strategies:** According to Oxford and Crookall (1989: 404), they are “techniques specifically tailored to help the learner store new information in memory and retrieve it later”. They are especially assumed to be practical in vocabulary learning which is “the most seizable and unmanageable component in the learning of any language” (Oxford, 1990: 39). Oxford (1990:40) states that memory strategies are frequently used to link the verbal language with the visual image, which is significant for four reasons:

1. The mind’s capacity for storage of visual information exceeds its capacity for verbal material.
2. The most efficiently packaged chunks of information are transferred to long-term memory through visual images.
3. Visual images might be the most effective mean to aid recall of verbal material.
4. Visual learning is preferred by a large proportion of learners.

(Oxford, 1990: 40)

**Cognitive Strategies:** Oxford and Crookall (1989: 404) define cognitive strategies as “skills that involve manipulation and transformation of the language in some direct way, e.g. through reasoning, analysis, note taking, functional practices in naturalistic settings, formal practice with structures and sounds, etc.” Cognitive strategies can be said to be used not only for receiving and sending messages but also analyzing, reasoning, summarizing and note-taking. Furthermore, they are used for organizing input and output. Nevertheless, using the cognitive strategies too much is likely to cause the learners to make a mistake if they translate statements from the mother tongue to the target language or if they generalize the language rules that they have learned without even questioning. (Oxford, 1990)

Compensation Strategies: As Oxford and Crookall (1989) point out, compensation strategies are behaviors that are used by the learners to compensate for the limitations in knowledge. Therefore, they aim at helping learners to use the target language despite the limitations; more specifically they focus on compensating the missing grammar knowledge and particularly vocabulary. For example, most learners tend to make use of guessing strategies, also known as inferencing, when they are faced with unknown words. If they are unfamiliar with all the words, they employ various clues in order to guess the meaning from context. Concisely, compensation strategies are used in producing the target language as well as understanding it. They provide learners opportunity to produce spoken or written expressions in the target language without having full knowledge of it.

#### **2.2.2.3.2. Indirect Strategies**

Indirect strategies, which support and manage language learning, are also divided into three sub-categories: Metacognitive, Affective, and Social Strategies.

Metacognitive Strategies: Metacognitive strategies are defined as “behaviors used for centering, arranging, planning, and evaluating one’s learning. These ‘beyond the cognitive’ strategies are used to provide ‘executive control over the learning process’ ” (Oxford and Crookall, 1989: 404). Metacognitive strategies give an opportunity to learners so that they can organize and deal with their own learning process. They lead the way for the learners who are mostly “overwhelmed by too much ‘newness’ – unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and (in enlightened language classes) non-traditional instructional approaches” (Oxford, 1990: 136). That is to say, when they have faced with a lot of unknown vocabulary, new rules and uncommon writings in the target language, many learners have a tendency to lose their concentration, which is likely to be regained by the conscious use of metacognitive strategies.

Affective Strategies: According to Oxford and Crookall (1989: 404) affective strategies are “techniques like self-reinforcement and positive self-talk which help learners gain better

control over their emotions, attitudes, and motivations related to the language learning”. Capable of controlling one’s attitudes and emotions about learning is likely to have a positive effect on language learning process because it will inarguably make the learning process more effective as well as enjoyable. It is also a well-known fact that negative feelings such as anxiety, stress, self-consciousness and boredom have the power to influence learning progress adversely. By using affective strategies, learners can have a control over these negative factors.

**Social Strategies:** As Oxford and Crookall (1989) put forward, social strategies refer to actions involving other people in the language learning process such as questioning or cooperating with peers. Social strategies "facilitate interaction with others, often in a discourse situation" (Oxford, 1990: 71). Doubtlessly, language is a kind of social behavior so it requires communication between and among people. Social strategies help language learners to learn together with others by benefiting a number of strategies such as empathizing with others, cooperating with others and asking questions. Nevertheless, it is a must that they should be used appropriately since they establish the nature of communication among people in a learning context.

It can be understood from the explanations that Oxford based her classification system on the hypothesis that the learner should be seen as a “whole person” who employs social, emotional, intellectual and physical resources during learning process and not only a machine that uses cognitive or metacognitive information processing. Therefore, Oxford (1990) asserted that her taxonomy was classified in the broadest sense, involving cognitive and metacognitive sides as well as social and affective sides of the learners. Additionally, Oxford’s taxonomy has another significant and useful function as it formed a basis for developing a questionnaire, the Strategy Inventory for Language Learning (SILL) which aims to collect data to assess learners’ use of language-learning strategies.

In conclusion, the categorization systems of language learning strategies were all designed in a different and inconsistent way. Various researchers and theorists made use of diverse



criteria to divide the identified strategies into categories, causing incoherence and disparity among the existing taxonomies. By taking into account all the taxonomies, there are systems concerning successful language learners (Rubin, 1982; Naiman et al., 1978), systems that depend on cognitive psychology (O'Malley & Chamot, 1990), and systems that rely on the "whole person" point of view (Oxford, 1990).

### **2.2.3. Factors influencing Learner's choice of Language Learning Strategies**

The results of most of the previous studies have revealed that learners considerably differ from each other because of the diverse types of strategies they employ and the overall frequency of using language learning strategies. (O'Malley et al. 1985; Chamot, 1987; Ehrman et al, 1989). Therefore, it can be concluded that several factors influence the learners' choice of learning strategies. Some of those factors involve age, sex, degree of awareness, language proficiency, motivation, learning style, personality traits, learning context and personal background (Zare and Nooreen, 2011; Khamkhien, 2010; Rahimi, *et al.* 2008; Chamot, 2004; Griffiths, 2003; Hong-Nam and Leavell, 2006; Green and Oxford, 1995; Ehrman and Oxford, 1989).

According to some researches, considerable gender differences between male language learners and female language learners have been identified in which females have proven to employ a broader range of strategies than males (Zare, 2010; Green, and Oxford, 1995; Ehrman and Oxford, 1989). Furthermore, many research studies have been conducted to find out the relationship between learners' proficiency and their learning strategies in which the findings have demonstrated that the more proficient the language learner is, the greater variety and number of learning strategies they use during the language learning process. (Rahimi *et at.*, 2008; Griffiths, 2003; Anderson, 2005; Bruen, 2001; Green and Oxford, 1995; O'Malley and Chamot, 1990; Ehrman, and Oxford, 1989). Another effective variable is motivation that has been examined in accordance with its relationship with language learning strategies. According to the findings, learners who have high motivation employ a wider

range of learning strategies than the students who are less motivated (Oxford, 1990; McIntyre and Noels, 1996; Oxford and Nyikos, 1989).

Additionally, learning styles of learners have an important part in choice of language learning strategies. It has been claimed that learning styles of a learner can work in cooperation with his/her learning strategies with an appropriate instructional methodology (Oxford, 2003). Providing that these factors work in conformity with each other, the learner will accomplish better, feel more self-reliant, and experience less anxiety (Oxford, 2003). Researches in the field have demonstrated that a learner's learning style choice has a big impact on the type of learning strategies they use (Rahimi *et al.*, 2008; Chamot, 2004; Ehrman and Oxford, 1989). For instance, learners that have extrovert personalities have shown to be keener on social strategies, while learners with introvert personalities are more frequently interested in metacognitive strategies (Ehrman and Oxford, 1989). Learners who prefer to work in a group are proven to social and interactive strategies, such as requesting clarification or working with peers (Rossi-Le, 1995). Moreover, a number of studies have proved that learners' personal background is also directly associated with strategy use. Nation and Maclaughlin (1986) confirm that if the language learners are experienced, they do better on an implicit learning task than inexperienced ones.

The findings obtained from the research studies in the field of language learning strategies provide a better comprehension of strategy use among learners and assist language instructors and curriculum developers to develop their approaches regarding teaching and learning goals. According to these findings it is clear that strategy use is a complicated process which is affected from several variables. These variables have an effect on the use of overall strategies, strategy categories, and individual strategies. Therefore, it is significant to consider all of these aspects in order to gain insight about learners' ways of strategy use (Rahimi *et al.*, 2008).

As a consequence, as Lessard-Clouston (1997) claims, language learning strategies are specific actions, behaviors or techniques that support the language learner to learn the target

language. It goes without saying that most of the language learners employ language learning strategies in the learning process. Because of the fact that factors like gender, personality, motivation, learning style, language proficiency, personality traits, learning context and personal background influence the way in which learners learn the target language (Zare and Nooreen, 2011; Khamkhien, 2010; Rahimi, *et al.* 2008; Chamot, 2004; Griffiths, 2003; Hong-Nam and Leavell, 2006; Green and Oxford, 1995; Ehrman and Oxford, 1989), it is essential to support the view that each language learner tend to use various language learning strategies. Therefore, in strategy training, instructors should help their students develop not only affective and social strategies but also intellectually related strategies, depending on their individual learning styles, strategy use, and goals.

#### **2.2.4. Language Learning Strategy Use and Language Performance**

In the field of language learning strategies, the findings of the studies have showed that the use of language learning strategies results in better proficiency or performance in mastering the target language (Lee, 2003; O'Malley and Chamot, 1990; Rahimi et al., 2008; Griffiths, 2003; Hong, 2006; Oxford, 1993). The significance of language learning strategies is expressed clearly by O'Malley et al., (1985: 23) who define them as “any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information”. In one of the researches (O'Malley et al., 1985), it has been discovered that successful language learners have proven to use more and greater variety of language learning strategies when compared to less-successful students. Another research finding by Green and Oxford (1995) has demonstrated that all types of language learning strategies were employed more often by more proficient learners. Similarly, Griffiths (2003) revealed in one of the studies that there is a positive relationship between language proficiency and language learning strategy use. In brief, most of the findings showed that advanced language learners have prefer to use language learning strategies more frequently than learners in elementary level. Hence, instructors need to consider and identify their students' learning strategies so as to help less successful students to master the target language. Instructors can recognize

these strategies by making surveys, interviewing with the students, or observing them and so on. If they do so, instructors can help the learners to acknowledge the importance and necessity of language learning strategies in the process of language learning.

### **2.3. Vocabulary Learning**

Although being one of the sub-skills of a language, vocabulary has a crucial part in language learning and teaching. Vocabulary learning has several significant aspects such as the relationship between the vocabulary and the four language skills, how fundamental vocabulary is, what vocabulary learning approaches are there, what it means to know a word, what types of vocabulary are there, etc. This section aims to discuss and review vocabulary learning in different aspects mentioned.

#### **2.3.1. Definition of Vocabulary**

As Foley and Thompson (2003: 10) states “All languages have words, a vocabulary or lexicon”. Yet, before discussing the significance of vocabulary and other topics related with vocabulary learning, it is necessary to explain the difference between the terms ‘word’ and ‘vocabulary’. As Trask (1995: 46-51) puts forward “there are the difficulties in the definition of the ‘word’ because words do not have meanings in isolation, but they are related to the meanings of other words in ways that may be simple or complex”. Moreover, “a word, at least, relates to the fields of morphology, semantics, etymology or lexicology” (Jackson & Amvela 2000: 48).

Because of the fact that it is difficult to define the term ‘word’ and the primary objective of the current investigation is to reveal vocabulary learning and teaching strategies, the history of words or any aspects related to a word will not be investigated; except defining the terms ‘word’ and ‘vocabulary’ in this section. Instead, the terms ‘word’ and ‘vocabulary’ are

especially attempted to be distinguished in this section with the view of giving a better explanation of the term ‘vocabulary learning’.

Some researchers have used ‘word’ and ‘vocabulary’ comparatively (Jackson and Amvela, 2000; Richards et al., 1992; and Hornby et al., 1984). For instance, Richards et al. (1992: 406) define the term ‘word’ as “the smallest of the linguistic units which can occur on its own in speech or writing”, yet ‘vocabulary’, as “a set of lexemes which includes single words, compound words and idioms” (Richards et al., 1992: 400). In addition to this, ‘word’ is defined as “sound or combination of sounds forming a unit of the grammar or vocabulary of a language”, but ‘vocabulary’ as “the total number of words which make up a language; and a range of words known to, or used by a person” (Hornby et al., 1984). Besides, concerning the definition of word and vocabulary, a ‘word’ is “a unit formed of sounds or letters that have a meaning” (Sheeler and Markley 2000: 2), whereas ‘vocabulary’ is identified as “total number of words we know and are able to use” (Nandy 1994: 1).

As it is clear, depending on some researchers’ perspective of word and vocabulary, that ‘word’ is the smallest meaningful unit of language which is used for forming phrases and sentences representing an object, idea, action, etc. Vocabulary is regarded as “a set of lexemes - the study of vocabulary items – which includes single words, compound words and idioms”. (Richards & Schmidt, 2002: 580) That is to say, a word is a form which can occur in isolation and have meaning, or a combination of sounds that make a unit of the grammar or vocabulary of a language, and so act as ‘a part of vocabulary’ in a language. Therefore, vocabulary is composed of more than just single words (Read 2000: 20; Richards 2000: xi), besides, vocabulary concerns not only simple words in all their aspects, but also complex and compound words, as well as the meaningful units of language (Jackson and Amvela 2000: 1-2). In relation to vocabulary learning, it means not only learning subsets of words, but also learning what strategies and how to use these strategies in order to deal with unknown or unfamiliar words.

Needless to say, in language learning, vocabulary plays the key role for efficient communication. According to Lewis (1993), vocabulary is significant in daily interactions. He also claims that language learners can communicate on condition that they are acquainted with most of the words' meanings. Similarly, as Schmitt (2000) asserts, vocabulary is an important part of communicative competence which means that without the intervention of words and relationship between the lexical items, there is not any other kind of knowledge which can be used in communication. Davies and Pearse (2000) believe that at the core of effective communication there is vocabulary. Language learners become disappointed when they cannot communicate efficiently because of having inadequate vocabulary knowledge. In brief, language learners need to use words appropriately in order to express their ideas and reflect their feelings.

### **2.3.2. The importance of Vocabulary**

Among all the skills of language, it is a well-known fact that vocabulary has a significant position in language learning and it is nearly impossible to communicate in any meaningful way without having sufficient vocabulary. As Bowen et al. (1985: 322) and McCarthy (1990: iix) stated the only and biggest element in a language course is definitely vocabulary. This view also supports Nation's (1990: 2) idea who believe that learners as well as teachers regard vocabulary as being a very, if not the most, fundamental component of language learning. Most of the learners think that the problems they encounter in receptive and productive language use, derive from insufficient vocabulary knowledge. Yet, many theorists in the area of vocabulary learning and teaching such as Allen (1983); Carter and McCarthy (1988); Hedge (2001); Long and Richards (1997); Maley (1986); Richards (1985); and Zimmerman (1997) have a common viewpoint that vocabulary has received little attention and neglected in most of the language classrooms. Further, Laufer (1997: 147) says: "vocabulary is no longer a victim of discrimination in second language learning research, or in language teaching. After decades of neglect lexis is now recognized as central to any language acquisition process, native or nonnative. What many language teachers might have intuitively

known for a long time, that a solid vocabulary is necessary in every stage of language learning, is now being openly stated by some language researchers”. As a result, the primary aim of this part is to review the significance of vocabulary in language learning in order to investigate our knowledge about English vocabulary and to think over the way this has been implemented in language teaching and learning.

Since words are the means that learners use to express their opinions and to explore the world around them, having inadequate vocabulary knowledge hinders them from expressing their thoughts and feelings. However, acquiring extensive vocabulary provides them with the appropriate words to use at the right time and place. According to Kitajima (2001: 470), people are not able to express intended meanings without words which identify objects and actions, etc. This is consistent with Nandy (1994: 1) who affirms that “the more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in”. As vocabulary plays such a key role in language, it is evident that “vocabulary learning is certainly of critical importance to language acquisition, whether the language is first, second, or foreign.” (Decarrico, 2001: 285)

Concerning the role of vocabulary in communication, it is evident that vocabulary is the primary factor in learning to communicate in an effective way while practicing listening, speaking, reading, and writing. This view is also affirmed by several theorists like Lewis (1993) who sees the importance of vocabulary as being a principal factor for daily communication. In other words, he states that even if language learners know the morphology and syntax, they may not be able to take part in the conversation if they do not identify the words uttered by the addressee. Besides, Krashen and Terrell (1983: 155) point out that language learners need to be able to produce proper words to convey meaning if they want to express an idea or ask for information. Laufer (1997: 275) claims that “no text comprehension is possible, either in one’s native language or in a foreign language, without understanding the text’s vocabulary”.

It is widely acknowledged that both vocabulary and grammar are necessary in a language learning classroom, yet compared to grammar, vocabulary is said to be more powerful while communicating and thus it should get more emphasis than grammar. Concerning this issue, Allen (1983: 5) claims that in the best language classes, grammar and vocabulary are not neglected, however, vocabulary should be taught before grammar as it is more necessary. Similarly, Flower (2000: 5) indicates that “words are the most important things students must learn. Grammar is important, but vocabulary is much more important”. Related to this viewpoint, Lewis (1993: 115) also sees the importance of vocabulary as the heart of language learning and teaching because language is made up of ‘grammaticalized lexis, not lexicalized grammar’ and ‘grammar, as structure, is subordinate to lexis’. In other words, these theorists agree that words predominate grammar. These ideas support our opinions in that people can understand each other and communicate in a way even though they make grammatical mistakes and they have bad pronunciation, yet without the meaning words convey, communication in any meaningful way seems impossible. Properly speaking, vocabulary is the key element so it is acknowledged to be more important than grammar in language learning.

Wilkins (1972: 111) asserts “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed”. This also supports Ellis (1994) who accept that when compared to grammatical errors, lexical errors are inclined to block comprehension more. Another support comes from Harmer (1991: 153) who claims that being able to choose appropriate words in particular situations is more significant than choosing grammatical structures since it is not possible for language learners to use grammatical structures properly if they do not have sufficient vocabulary knowledge. Furthermore, Call (1987) (as cited in Jordens & Lalleman, 1996: 258) puts forward that we can present a clear image without using some grammatical categories, for example: “storm fall tree dead”, this statement demonstrates why text comprehension is mostly determined by vocabulary knowledge. Briefly, vocabulary is more important than grammar, it is the key to understand others and essential for comprehension in any situation.



Davies and Pearse (2000: 59) also emphasize the idea that vocabulary is often more important than grammar. Language learners get frustrated when they find out that they are unable to communicate effectively as they are not familiar with many of the words they need. This is also confirmed by McCarthy (1990: iix) who highlights the importance of vocabulary by saying that “no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful ways”. To summarize, vocabulary and lexical items are in the center of language learning as well as communication. Grammatical or linguistic knowledge cannot be used in communication without the mediation of vocabulary as the knowledge of vocabulary means more than just knowledge of single words.

As a consequence, the importance of vocabulary is clearly expressed in that language learners with enough vocabulary knowledge are able to accomplish in the classroom, social life, and in the process of acquiring the target language. Having a rich vocabulary enables the learners to use the right words at the right time, provides them opportunity to state their ideas, and feelings. From the researchers’ explanations mentioned above, we can conclude that vocabulary has a dominant role not only in mastering and understanding a language but also in communication situations.

### **2.3.3. Vocabulary Learning Approaches**

As vocabulary is the key to master a language, it is essential to explain vocabulary learning approaches. First of all, according to Schmitt (2000: 142), there is not an approach that we can refer to as ‘right’ or ‘best’. The type of student, the target words, the school system, curriculum, and many other factors determine the best practice for vocabulary. As Nation (1990: 2); Rubin and Thompson (1994: 79); Caldwell et al. (1996: 203) classified, learners master vocabulary in two general ways; which are the direct vocabulary learning approach, and the indirect vocabulary learning approach.

First of all, as Laufer and Hulstijn (2001: 1) defined ‘direct’ or ‘explicit’ vocabulary learning is concerned with conscious learning processes when language learners learn vocabulary explicitly, either in context or in isolation, through direct instruction in both the meanings of individual words and word-learning strategies”. Moreover, learners are taught specific words and language structures systematically in direct learning (Caldwell et al. 1996: 203). Nation (1990) states that direct vocabulary learning approach is required for learning the core vocabulary that serves in most situations. He also indicates that direct vocabulary learning is useful for beginner-level or less successful language learners. Coady and Huckin (1997) believe that the learning of the words explicitly need to be stressed at an early stage of second language learning and language learners employ indirect vocabulary learning through contexts after their language ability is developed.

Second, indirect or ‘implicit’ vocabulary learning refers to the act of learning the meaning of new words implicitly; which means that language learners may hear or see the words in various contexts, for example, through conversations with others or through reading extensively on their own (Read 2000: 39; Laufer and Hulstijn 2001: 1). As researchers such as Nation (2001) and Sternberg (1987) maintain that indirect vocabulary learning is related to unconscious processes of learning that incidentally happens through reading or listening when learners are unaware of the goals of learning; for instance, while reading a book or listening to stories, films, television, etc.

It is evident that language learners can learn vocabulary through direct or indirect vocabulary learning. Language learners may gain knowledge of words intentionally or learn vocabulary incidentally, generally through a reading and listening activity; so we can conclude that not only direct but also indirect vocabulary learning approach is necessary and useful to master vocabulary items.

As a consequence, both kinds of vocabulary learning approaches develop learners’ language abilities, therefore they need to be underlined in the language learning process, so that

learners have knowledge of how to enhance the effectiveness of learning, using, dealing with and storing the vocabulary they have learned by themselves.

#### **2.3.4. What is involved in knowing a word?**

In the field of vocabulary teaching and learning, this question has been discussed diversely by several researchers such as McCarthy (1990), Taylor (1990), and Finegan (2014) as it involves various ideas and perspectives. According to Ellis (1994), knowing a word means knowing its forms, its meaning, and its basic use in context receptively and productively. Knowing a word necessitates conscious learning mechanisms whereas using a word involves mostly implicit learning and memory.

With regard to knowing a word, Nation (2005: 583-585) proposed a list of different aspects which can be classified in three groups as knowing the form of a word; knowing the meaning of a word; and knowing how a word is used. The form of a word is related to spelling, sound, and word parts. The meaning of a word concerns linking its form and meaning, knowing what it refers to and being familiar with its associations. How a word is used involves the grammar and collocates of the word. In table 2.1 below, the list of aspects of knowing a word is summarized:

Table 2. 1: What is involved in knowing a word?

What Is Involved in Knowing a Word?		
<b>Form:</b>	spoken	R What does the word sound like? P How is the word pronounced?
	written	R What does the word look like? P How is the word written and spelling?
	word parts	R What parts are recognisable in this word? P What word parts are needed to express the meaning?
<b>Meaning:</b>	form and meaning	R What meaning does this word form signal? P What word form can be used to express this meaning?
	concepts and referents	R What is included in the concept? P What items can the concept refer to?
	associations	R What other words does this make us think of? P What other words could we use instead of this one?
<b>Use:</b>	grammatical functions	R In what patterns does the word occur? P In what patterns must we use this word?
	collocations	R What words or types of words occur with this one? P What words or types of words must we use with this one?
	constraints on use	R Where, when, and how often would we expect (register, frequency, etc.) to meet this word? P Where, when, and how often can we use this word?

Note: R: Receptive; P: Productive (Nation, 2005; 584)

In addition to the aspects of knowing a word mentioned above, in order to be able learn and use a word in a language, learners are required to learn many other significant elements such as the words frequency, register, collocation, morphology, denotation and connotation. Schmitt (2000: 5) referred to all of these features of a word as “word knowledge”.

#### 2.3.4.1. Frequency

As Richards et al. (2001: 112) defines “Frequency of a word in a language means the number of occurrence of a linguistic item in a written or spoken form”. Taylor (1990: 1) also indicates that “frequency means to know the degree of probability of encountering the word in speech or in print. It is noticeable that frequency also differs in speech and in writing. For example ‘of course’ or ‘actually’ will occur very frequency in speech rather than in print form. The word ‘former’ or ‘latter’ may only occur in the written language”.

According to McCarthy (1990: 60), it's better to start off with, the most frequent item in order to give the learner a basic set of tools for communication. Therefore, while teaching vocabulary, language teachers need to take in to account the fact that the most frequent words in any language will most probably be the most useful ones for language learners. We can conclude that frequency of a word is a fundamental piece of information about the target word. Concerning this, Taylor (1990: 18) asserts "vocabulary items of high frequency and neutrality form a 'core' vocabulary".

#### **2.3.4.2. Register**

Another important aspect that should be known by language learners learning vocabulary is register. McCarthy (1990: 65) puts forward "So learning vocabulary choice is significantly governed by who is saying what, to whom, when and why. It is this relationship. Between the content of message its sender and receiver, of its situation and purpose, and how it is communicated which is often called register." According to Taylor (1990: 2) register is the knowledge of the limitation imposed on variations of function and situation. He also states that "register refers to the appropriate use of a vocabulary item at any situations." This means that a word may have different meanings in different contexts; which involves register.

#### **2.3.4.3. Collocation**

Collocation is another element which should be known about a new word. Taylor (1990: 2) defines collocation as "knowing the syntactic behavior associated with the word and also knowing the network of association between that word and other words in the language. It shows the relationship between words." Furthermore, according to Nation (1990: 38) collocation means "the tendency of two or more words to co-occur in discourse". He also points out that "learning a word involves learning its derived and inflected forms for example act, action, active, activate, activation, actively, actor and actress." (Nation, 1990: 17). In addition, McCarthy (1990: 12) believes that the relationship of collocation is fundamental in

the study of vocabulary, it is a marriage contract between words, and some words are more firmly married to each other than others.” Lastly, as Carter and McCarthy (1988) pointed out collocation involves two features believed to be crucial for comprehension. The first characteristic is that “the meaning of word has a great deal to do with the words with which it commonly associates.” (Carter and McCarthy, 1988: 69). The second one is “collocations permit people to know what kinds of words they can expect to find together.” (Carter and McCarthy, 1988: 70) Briefly, knowledge of collocation is to be familiar with what words are most likely to occur together. For instance, blond collocates with hair but not with a car, that is to say one can say “she has blond hair” but not “she has blue hair”.

#### **2.3.4.4. Morphology**

Morphology is another significant item which offers clues for learners to understand the meaning of a word. It refers to the underlying form of a word and the derivations of it. Morphology involves affixes including prefix such as ‘un-’ in ‘unusual’ and suffix such as ‘-ment’ in ‘enjoyment’. The morphology is also about “how these affixes are attached to the basic forms of words” (Laufer, 1997: 140-155). Furthermore, according to Carter and McCarthy (1988: 63-64), morphology “has long been popular in vocabulary lessons to introduce lists of stems and affixes with their meanings for students to memorize, a practice which is as popular for first-language texts as it is for second.”

#### **2.3.4.5. Denotation and Connotation**

Denotation refers to the basic meaning. As Taylor (1990: 2) states “knowing firstly what the word means or ‘denotes’ is semantics”. Further, “it is the relationship between the content, sender, receiver, situation and purpose” (McCarthy 1990: 61). It is easy for the instructors to teach a real object in the classroom by showing it to the learners. For abstract concepts, paraphrases, synonyms, oppositions or definitions may be more helpful. Taylor (1990: 2) says “semantic knowledge involves knowing secondly what the word connotes.” In other

words, connotation means the additional meaning of a word. For example: the word 'pet', its core meaning in a dictionary refers to "a domesticated animal kept for companionship or amusement". However, when the context is in informal situation, it is used to address someone you like or love.

It can be summarized that, as proposed by various scholars mentioned above, knowledge of a word requires knowing certain kinds of information concerning that word. Not only teachers but also learners are required to hold a broad point of view of mastering a word, hence they should employ different strategies to have a full command of a word in the target language. Finegan (1994: 77) writes "knowing even simplest word requires that phonological, morphological, syntactic and semantic information be stored in the lexicon as a part of that words mental representation."

#### **2.4. Vocabulary Learning Strategies**

According to Nation (1990), from the late 1980s, vocabulary was a field in language learning which had been the center of researchers' attention with the growing interest in L2 acquisition. Most researchers noticed that many language learners experience difficulty, in both receptive and productive skills, owing to the lack of vocabulary; and even if they were at higher levels of language performance and competence, they require learning new vocabulary. Gu and Johnson (1996) highlight that many of the studies related to vocabulary learning strategies have centered upon varied methods of vocabulary presentation, and their impact on retention.

Oxford (1990) argues that language learning strategies promote more self-direction for language learners. Self-directed learners can also be called independent learners who can take the responsibility of their own learning, hence they attain confidence as well as proficiency. Therefore, students need to learn about vocabulary learning strategies they need most. Research has revealed that when compared to listening and speaking, most learners

adopt more strategies in order to learn vocabulary. However, Schmitt (1997) asserts that most of the time they tend to use basic vocabulary learning strategies. Regarding this, it is clear that strategy instruction need to be an indispensable part of any foreign or second language program.

Moreover, Nation (1990) put forward that language learners need to make tremendous effort to learn new words. Also, they need to look for effective and proper ways for themselves so as to learn, comprehend, acquire, retain, expand and use their vocabulary. Language learners are required to expand their knowledge of words and they should comprehend words in a way that they can use them properly in their daily lives. For this reason, it is useful for language learners learn strategy use in order for them to be self-directed or independent vocabulary learners.

According to Harmer (1991) and Schmitt (1997), presenting a great variety of vocabulary strategies to language learners is thought to be useful because they have the opportunity to choose the strategies which best correspond with their learning styles. However, Cameron (2001: 93) observes that it may be difficult for language learners to employ these strategies automatically as there are a number of ways to learn words, thus explicit teaching of various vocabulary learning strategies can be supportive of their success and being autonomous language learners.

To conclude, words are an inseparable part of a language as they name objects, ideas and actions without which it is not possible to communicate properly. Researchers and theorists in the field have started to realize the principal role of vocabulary knowledge in second or foreign language learning. Correspondingly, several kinds of techniques, approaches, practice have been presented into the field to teach vocabulary effectively. For many years, researchers attempted to classify and gather these strategies to promote the learning process.



### 2.4.1. Definitions of Vocabulary Learning Strategies

Vocabulary learning focuses on remembering the words as well as using these words in different contexts appropriately and automatically when the learner needs them. (McCarthy, 1984) Accordingly, the definition of vocabulary learning strategies need to involve both the concept of ‘knowing’ a word and ‘using’ a word. Furthermore, as for vocabulary learning strategies, Nation (2001: 217) notes that they can be seen as a subset of language learning strategies that are in turn a part of learning strategies in general. For this reason, “the definition of vocabulary learning strategy spring from the definition of language learning strategies” (Catalan, 2003: 55).

According to Cameron (2001: 92) vocabulary learning strategies refer to “the actions that learners take to help themselves understand and remember vocabulary items”. Another definition is made by Intaraprasert (2004: 9) who has explained vocabulary learning strategies as “any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary.”

Concerning the second language vocabulary learning process, Brown and Payne (1994, as cited in Hatch & Brown, 1995: 373) have determined five steps: (a) having sources for encountering new words, (b) getting a clear image, either visual or auditory or both, of the forms of the new words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meanings of the words, and (e) using the words. Likewise, Catalan (2003: 56) inspires from Rubin (1987); Wenden (1987); Oxford (1990); and Schmitt (1997) while defining vocabulary learning strategies since she refers in her study as “knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode”. To conclude, all of the vocabulary learning strategies, to a great extent, should be relevant to five steps mentioned above (Fan 2003: 223).

### **2.4.2. Classifications of Vocabulary Learning Strategies**

To acquire new vocabulary and enhance their vocabulary skills, in other words, being familiar with numerous words with the meanings, or knowing their pronunciation and using these words appropriately, language learners are required to handle a wide range of vocabulary learning strategies depending their own way of learning. It is evident that there exists a wide range of vocabulary learning strategies based on whether language learners' main aim is to understand the target language, either in listening or reading, or to use it properly, either in writing or speaking. As Schmitt (2000: 133) declared, "active learning management is important. Good language learners do many things such as use a variety of strategies, structure their vocabulary learning, review and practice target words and so on". In addition to this, Gu and Johnson (1996) state that successful strategy users consider a strategy necessary in order to supervise their strategy use; which requires choosing the most suitable strategy from a series of alternatives and determining how to follow that strategy and when to resort to another strategy.

While categorizing learning strategies, researchers have distinctive ways of grouping language learning strategies (Intaraprasert, 2004). In parallel with this, these classification systems contribute greatly to the knowledge of vocabulary strategies. Brief discussion and a consideration of the classification systems of vocabulary learning strategies identified in various contexts by particular scholars such as Gu and Johnson (1996), Nation (2001, 2005); Oxford (1990) and Schmitt (1997) will be handled in the following parts.

#### **2.4.2.1. Gu and Johnson's**

Gu and Johnson (1996) created a taxonomy depending on the responses to their vocabulary learning questionnaire in order to find out vocabulary learning strategies of Chinese advanced level learners. The questionnaire focused on discovering students' beliefs about learning vocabulary and the number of strategies they adopt. In their questionnaire, learners' beliefs

related to vocabulary learning were investigated in terms of three aspects: vocabulary should be memorized; vocabulary should be acquired in context; and vocabulary should be studied and put to use.

Broadly defined, the strategies were divided into two general groups and each subsection had many categories under it. For instance, metacognitive regulation was grouped into two categories: selective attention and self-initiation. In detail, the strategies were categorized into two general groups that are Metacognitive regulation and Cognitive strategies which in turn classified into six subcategories by the researchers: Guessing strategies (using background knowledge/wider context, using linguistic cues/immediate context), Dictionary strategies (Dictionary strategies for comprehension, extended dictionary strategies, looking-up strategies), Note-taking strategies (Meaning-oriented note-taking strategies, usage-oriented note-taking strategies), Rehearsal strategies (Using word lists, oral repetition, visual repetition), Encoding strategies (Association/ Elaboration, imagery, visual encoding, auditory encoding, using word-structure, semantic encoding, contextual encoding) and Activation strategies (Memorizing lists of facts by linking them to familiar words or numbers by means of an image, remembering lists by picturing them in specific locations, establishing an acoustic and image link between an L2 word to be learned and a word in L2 that sounds similar). All of these strategies suggested by Gu and Johnson (1996) can be summarized in the table as follows:

Table 2. 2: Classification of Strategies by Gu and Johnson

<b>Strategies</b>			
<b>Metacognitive</b>	<b>Cognitive</b>	<b>Memory</b>	<b>Activation</b>
* Selective Attention: Identifying essential words for comprehension * Self-initiation: Using a variety of means to make the meaning of words clear	* Guessing: Activating background knowledge, using linguistic items * Use of dictionaries * Note-taking	* Rehearsal: Word lists, repetition, etc. * Encoding: Association (imagery, visual, auditory, etc.)	* Using new words in different contexts

#### 2.4.2.2. Schmitt's Taxonomy

Schmitt (1997: 207-208) has proposed a comprehensive taxonomy of vocabulary learning strategies depending on language learning strategies' taxonomy developed by Oxford's (1990: 17-21), covering Memory, Cognitive, Compensation, Metacognitive, Affective, and Social categories. The following is the strategy inventory offered by Schmitt (1997):

##### **Category 1: Strategies for the discovery of a new word's meaning**

###### **• Determination Strategies (DET)**

- Analyze part of speech;
- Analyze affixes and roots;
- Check for L1 cognate;
- Analyze any available pictures or gestures;
- Guess meaning from textual context;
- Use a dictionary (bilingual or monolingual)

###### **• Social Strategies**

- Ask teacher for a synonym, paraphrase, or L1 translation of new word;
- Ask classmate for meaning

## **Category 2: Strategies for consolidating a word once it has been encountered**

### **• Social Strategies**

- Study and practice meaning in a group;
- Interact with native speaker

### **• Memory Strategies**

- Connect word to a previous personal experience;
- Associate the word with its coordinates;
- Connect the word in its synonyms and antonyms;
- Use semantic maps;
- Image word form;
- Image word's meaning;
- Use Keyword Method;
- Group words together to study them;
- Study the spelling of a word;
- Say new word aloud when studying;
- Use physical action when learning a word

### **• Cognitive Strategies**

- Verbal repetition;
- Written repetition;
- Word lists;
- Put English labels on physical objects;
- Keep a vocabulary notebook

### **• Metacognitive strategies**

- Use English-language media (songs, movies, newscasts, etc.);
- Test oneself with word tests;
- Skip or pass new word;
- Continue to study word over time

Schmitt (1997) employed a vocabulary learning strategy questionnaire in his research so as to analyze the strategies that language learners' reported using, and how useful they rated the strategies in the questionnaire. He divides vocabulary learning strategies into two main classes. The first group is concerned with the strategies which are useful to discover the meaning of a new word when learners first encounter it, and second is related to those useful for consolidating meaning when learners encounter words again. The former class includes determination and social strategies and the latter is made up of cognitive, metacognitive, memory and social strategies. As they can be helpful for both purposes, social strategies are included in both categories by Schmitt (1997).

According to Schmitt (1997: 205), determination strategies are employed when "learners are faced with discovering a new word's meaning without recourse to another person's experience". Therefore, the meaning of a new word can be understood by learners with the help of some strategies such as guessing it by means of a context, structural knowledge of language, and reference materials. To Schmitt (1997), adopting social strategies of consulting someone for help with the unknown words is another way of discovering a new meaning. Cooperative group learning, which provides learners opportunities to study and practice the meaning of new words in a group, can be seen as an example of social strategies for consolidating a word. Learners are required to use several strategies to practice and retain vocabulary by the initial discovery of a word. Thus, they employ multiple social, memory, cognitive and metacognitive strategies to unite their vocabulary knowledge. Memory strategies, which are traditionally known as Mnemonics, are interested in relating the target word with the previously learned knowledge by using imagery or grouping. Cognitive strategies involve repetition and using mechanical ways of study such as flash cards, word lists, and vocabulary notebooks to master words. Lastly, metacognitive strategies are adopted by learners to plan, monitor and evaluate their learning process in order to discover the best ways to study. One instance of metacognitive strategies is testing oneself which provides "input to the effectiveness of one's choice of learning strategies, providing positive

reinforcement if progress is being made or a signal to switch strategies if it is not”. (Schmitt, 1997: 216)

Schmitt based his taxonomy partly on Oxford’s (1990) with some revision, since he thought that Oxford’s taxonomy is not so much satisfactory in classifying vocabulary- specific strategies. In Schmitt’s taxonomy, there are two main categories of strategies: first, “strategies for the discovery of a new word’s meaning”, and second, “strategies for consolidating a word once it has been encountered”. More precisely, the table below illustrates Schmitt’s comprehensive classification of vocabulary learning strategies:

*Table 2. 3: Schmitt’s Taxonomy of Vocabulary Learning Strategies (1997: 207-208)*

<b>Strategy Group</b>	
<b>Strategies for the discovery of a new word’s meaning</b>	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Monolingual dictionary
DET	Word lists
DET	Flash cards
SOC (Discovery)	Ask teacher for an L1 translation
SOC (Discovery)	Ask teacher for paraphrase or synonym of new word
SOC (Discovery)	Ask teacher for a sentence including the new word
SOC (Discovery)	Ask teacher for meaning
SOC (Discovery)	Discover new meaning through group work activity

(table continues)

Table 2.4.2 (continued)

<b>Strategy Group</b>	
Strategies for consolidating a word once it has been encountered	
SOC (Consolidation)	Study and practice meaning in a group
SOC (Consolidation)	Teacher checks students' word lists for accuracy
SOC (Consolidation)	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Imagine word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Use "scales" for gradable adjectives
MEM	Peg Method <sup>1</sup>
MEM	Logic Method <sup>2</sup>
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new word in sentence
MEM	Group words together of a word
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Imagine word form
MEM	Underline initial letter of the word

(table continues)



Table 2.4.2 (continued)

MEM	Configuration
MEM	Use keyword Method
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newspaper, etc)
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study word over time

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Note: 1. Memorizing lists of facts by linking them to familiar words or numbers by means of an image.

2. Remembering lists by picturing them in specific locations.

### 2.4.2.3. Nation's Taxonomy

What differs Nation's taxonomy from other classifications of vocabulary learning strategies is that his taxonomy does not stem from any research results but depend on theory. Nation (2001: 353) created a taxonomy which "tries to separate aspects of vocabulary knowledge (what is involved in knowing a word) from sources of vocabulary knowledge, and learning processes."

The strategies in his taxonomy are categorized into three broad groups of 'planning', 'source' and 'processes', each of which is classified into a subset of strategies. The first main category is "planning for vocabulary learning" which covers issues such as deciding on where, how and how often to focus attention on the vocabulary item. The strategies found in this category are choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition. The second main category in Nation's taxonomy involves "sources of vocabulary knowledge" which includes all the aspects of knowing a word. This strategy involves strategies such as analyzing the word itself, using context, consulting a reference source like a dictionary in L1 or L2 and making connections with L1 or other languages. The third main category is related to "learning processes" which covers ways of establishing vocabulary knowledge. This category also has three kinds of strategies: noticing, retrieving and generating strategies. In detail, according to Nation, noticing refers to see the target word that is going to be learned. Strategies related to 'noticing' are: writing the word in a vocabulary notebook, writing it on a word card and repeating it orally and visually. The second subcategory 'retrieval' concerns with remembering the knowledge of words in the same way it was originally stored. The last subcategory 'generating strategies' is about "attaching new aspects of knowledge to what is known through instantiation (i.e., visualizing examples of words), word analysis, semantic mapping and using scales and grids." (Nation, 2001: 222)

### **2.4.3. Previous studies on Vocabulary Learning Strategies**

One of the studies that has attempted to investigate which vocabulary strategies are most commonly used has revealed that more mechanical strategies are often favored over more complex ones. In an experiment, O'Malley et al. (1990) have found that repetition was the most commonly mentioned strategy, with strategies involving deeper, more involved manipulation of information (i.e. imagery, inferencing, Keyword Method) being much less frequent.

Gu and Johnson (1996) conducted a large-scale survey on Chinese university learners' vocabulary learning strategies. The participants of the survey were 850 sophomore non-English majors who were asked for filling out a questionnaire that consisted of three parts: Personal Data, Beliefs about Vocabulary Learning, and Vocabulary Learning Strategies. In their study, the results show that the participants generally do not use memorization strategies. Instead, they employ more meaning-oriented strategies. Participants also report using a wide variety of vocabulary learning strategies including dictionary use, note taking and guessing.

Another large-scale study on vocabulary learning strategies was carried out by Schmitt (1997), who experimented with 600 Japanese learners that belong to different age levels: junior high school students, high school students, university students and adult learners. Schmitt used a comprehensive questionnaire to collect information about which vocabulary learning strategies were employed and how useful they were rated. His study of 600 Japanese respondents demonstrated that the pattern of usage changes or Japanese learners as a whole. According to the findings of the survey, 85% of the respondents gave a positive response to the use of a bilingual dictionary in order to discover a new word's meaning. The second and third most frequently used vocabulary learning strategies were verbal repetition and written repetition. This is because of the fact that vocabulary is presented through word lists and students need to memorize English vocabulary and grammar through repetition in Japanese school contexts.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Introduction

The purpose of the current study was to investigate the strategies adopted by learners studying in preparatory class at Ufuk University. It also specifically explored the most and the least frequently used categories of vocabulary learning strategies by the students at Ufuk University, according to Schmitt's Taxonomy. The researcher employed both quantitative and qualitative research methods to formulate the research questions. For this reason, a mixed methods research methodology was applied so as to reach healthier results. This chapter provides information about the methods used to collect and analyze the data, the research questions as well as the participants and the setting of the study. Additionally, this chapter states the instruments that were adopted by the researcher during the study. In the last section, the data collection and data analysis procedures are described in detail.

#### 3.2. Research Design of the Study

Robson (1993: 290) points out, "There is no rule that says that only one method must be used in an investigation. Using more than one method in an investigation can gain substantial advantages, even though it almost inevitably adds to the time investment required. One important benefit of multiple methods is in the reduction of inappropriate uncertainty. Using a single method and finding a pretty clear-cut result may delude investigators into believing that they have found the right answer". Therefore, we can conclude that using more than one method of data collection in a research work is acceptable and more beneficial.

In order to get better results in this study, the researcher has adopted mixed method research paradigm, which combines both qualitative and quantitative research strategies in the investigation process. According to Creswell (2006: 5), mixed method research “focuses on collecting, analyzing, and mixing both qualitative and quantitative data in a single study or series of studies”. Moreover, Sandelowski (2003, as cited in Dörnyei, 2007: 164) asserts that by using mixed method research, the researcher seeks “to achieve a fuller understanding of target phenomenon” In order to answer the research questions for the present investigation, the semi-structured interviews and the written vocabulary learning strategy questionnaires are used for data collection. The written vocabulary strategy questionnaire was conducted with undergraduate students studying at preparatory classes at Ufuk University, in academic year 2015-2016. Before conducting the survey, a pilot study, aiming to confirm the reliability of the questions in the questionnaire, was administered with 50 students.

### **3.3. Research Questions**

The following questions and sub-questions have been addressed to realize the purpose of the present study:

1. What types of vocabulary learning strategies do Ufuk University undergraduate students employ for their vocabulary learning?
  - a. Out of 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive) which one of them is most frequently used by the preparatory class students at Ufuk University in English vocabulary learning?
  - b. Out of 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive) which one of them is least frequently used by the preparatory class students at Ufuk University in English vocabulary learning?

2. Which vocabulary learning strategies are most frequently used by the preparatory class students at Ufuk University in English vocabulary learning?

a. What are some of the most commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word?

b. What are some of the most commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered?

3. Which vocabulary learning strategies are least frequently used by the preparatory class students at Ufuk University in English vocabulary learning?

a. What are some of the least commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word?

b. What are some of the least commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered?

### **3.4. Setting**

This study was conducted at Ufuk University, which is a foundation university. English preparatory class programs have been available since 1998. Since the academic year of 1998-1999, regardless of students' departments, the preparation classes have been compulsory. 350 students enrolled in preparation class in the academic year 2015-2016. There are twenty non-native (Turkish) instructors of English language working at the preparation department whose teaching experiences range from 1 to 9 years.

Laptops, projectors and speakers can be used to enhance students' learning during the lessons and extra materials including all skills and areas are provided for the students. Additionally, extra materials not only serve for improving students' communicative ability but they also offer speaking activities such as role-plays and supplementary or complementary materials that cover the main textbook. The students do not have a separate vocabulary instruction, but

they are taught vocabulary implicitly through reading texts, listening or speaking activities as a part of their instruction.

### **3.5. Participants**

The students who participated in this study were all elementary students when questionnaires were administered at Ufuk University Preparation Class. All the participants, 350 in total, took part in the research voluntarily. The pilot study, done on the 27th October, was conducted with 50 students and the main study included 300 students.

The students in the questionnaires come from socio-economically different families but they share a similar educational background. Each class was consisted of the students majoring in different specialties. The participants are from different faculties such as Law, Medicine, Education, Arts and Sciences, Economics and Administrative Sciences, there are also students who participated to the study from Vocational Schools of Higher Education.

### **3.6. Data Collection Instruments**

The methods used to gather data in this research were a survey and interview. The instrument employed in the current survey was a 58-item questionnaire based on Schmitt's Taxonomy. It was designed specifically for the purpose of this study. There are 58 strategies from 6 categories in Schmitt's Taxonomy. The questions of the interview were also in parallel with the parts of the questionnaire.

#### **3.6.1. Questionnaire**

##### **3.6.1.1. Preparation of the Questionnaire**

In preparation for designing the questionnaire for this survey study, the researcher first studied the context of learning strategies, second vocabulary learning strategies, and then how to construct a questionnaire from many sources such as textbooks, journals, other research studies and by consulting the Independent Study Advisor. The questionnaire for this survey study is based on Schmitt's taxonomy for vocabulary learning strategies as it is not only one of the most extensive lists of strategies and but it also matched with the researcher's purpose of the study. However, the researcher made some modifications so that the questions can be applicable for the subjects' background knowledge, competence level, and learning environment.

#### **3.6.1.2. Construction of the Questionnaire**

The questionnaire adopted in the current survey study was formed by the researcher with some modifications from Schmitt's questionnaire (1997) introduced in his taxonomy of vocabulary learning strategies. The information collected in the preparation step was used in the process of constructing the questionnaire. Before the main study, a pilot study was conducted with randomly-selected 50 students, similar to the actual subjects. Furthermore, questionnaire in English language was designed and reviewed under the guidance of the Independent Study Advisor. The necessary adaptations, explanations and exemplifications were done so that the students could easily comprehend and answer the statements. Then, the questionnaire was translated into Turkish for the students and revised by the Turkish language experts and Independent Study Advisor in order not to cause any confusion or misunderstanding.

#### **3.6.1.3. Details of the Questionnaire**

The vocabulary learning strategy questionnaire consisted of 2 parts as follows:

*Part I:* The respondents' personal information.



The first part was constructed to collect information regarding the subjects' general background information. Data in this section involved the respondents' details about their age, gender, the type of high school they graduated from, how long the respondents have been studying English language, whether they have attended to an English course in two years' time or not and their opinion about the importance of learning vocabulary in learning English. The questions in this part were in the form of check list items.

*Part II:* The questionnaire about subjects' use of vocabulary learning strategies.

The 58-item questionnaires were asked about the frequency of the use of vocabulary learning strategies adopted by the preparatory class students at Ufuk University. The following scales were used to demonstrate the frequency of the usage of each strategy:

5= always use it

4= often use it

3= sometimes use it

2= rarely use it

1= never use it

### **3.6.2. Interviews**

One advantage of interviews is that they “can allow researchers to investigate phenomena that are not directly observable, such as learners' self-reported perceptions or attitudes. Also, because interviews are interactive, researchers can elicit additional data if initial answers are vague, incomplete, off-topic, or not specific enough.” (Gass & Mackey, 2005: 173).

In the current study, apart from the questionnaires, the researcher implemented semi-structured interviews “in which the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information.” (Gass & Mackey, 2005: 173).

These semi-structured interviews were carried out with the students in order to obtain information about the students' perceptions and ideas concerning the importance of learning vocabulary and the strategies they adopt to learn and consolidate the words.

More specifically, 3 questions were addressed to 10 randomly selected students who are supposed to be a good representative of the target population at the preparatory school. The first question in the interview is designed to learn the ideas of students with regard to the significance of learning vocabulary and depending on their answers, as a follow-up question why it is important in the English learning process. The second question directed to the students aims to reveal their opinion regarding the strategies they adopt when they encounter an unknown word in class or while studying at home. The third question intends to find out the strategies the students use so as to remember the meaning of previously-learned vocabulary items. The second and the third questions of the interview cover the two parts of the questionnaire correspondingly.

Total 10 students were interviewed in order to obtain information regarding their perceptions about vocabulary learning strategies. As the interview was semi-structured, some extra questions were directed to the teachers in compliance with their answers; therefore, there were different numbers of questions asked to each participant.

Furthermore, the interviews were carried out in Turkish to ensure teachers a friendly and secure atmosphere so that they can answer the questions freely and express themselves comfortably without being concerned about their ideas.

### **3.7. Data Collection**

In order to serve the purpose of their research works, researchers have their own ways to choose methods of data collection. Creswell (2003: 12) states, "Individual researchers have a freedom of choice. They are 'free' to choose the methods, techniques, and procedures of

research the best meet their needs and purposes.” The main point is that individual researchers can choose the methods of data collection which best match their purposes of their investigation.

Since there are various methods of data collection, and each method has its own advantages and disadvantages; therefore, the researchers are supposed to take different aspects of method of data collection into consideration, and identify which method can best suit the purpose of their studies. Ellis (1994: 534) puts forth the idea that the use of questionnaires and structured interviews are methods that have been proved to be successful because they call for retrospective accounts of the strategies learners employed. Similarly, O’Malley and Chamot (1990: 88) confirm that questionnaires and guided interviews can be employed to find out language learners’ experience for strategy use. Creswell’s (2003) research pointed out that the sequential procedures of strategies associated with the mixed methods approach are likely to begin with a qualitative method for investigating purposes and then followed by a quantitative method with a large sample of subjects so that it can generalize results to a target population.

In the context of the present investigation, methods for data collection have been taken into consideration, and mixed method has been selected for data collection. Since the present investigation is exploratory and descriptive research work, it aims to explore, describe, and explain types of vocabulary learning strategies and how often these vocabulary learning strategies are reported employing in coping with unfamiliar words or vocabulary items. Therefore, both one-to-one semi-structured interviews and written vocabulary strategy questionnaire, were used and assumed as the appropriate methods for data collection in this study.

The questionnaires delivered for this research were handed out in person during class time by the researcher between the dates 18th November, 2015 and 20th November, 2015. The researcher administered the questionnaires by herself in each class so as to address questions of the students. The students were given approximately 50 minutes which is thought to be

sufficient to complete the questionnaire and at the end of the time allocated, the students' questionnaires were collected. A total of 300 questionnaires were distributed to the students. Additionally, the researcher reassured the students of the confidentiality of all information they would provide both in the questionnaire and the interviews. After the implementation of the questionnaires, the researcher carried out the interviews with the randomly-selected students on November 25th and 26<sup>th</sup>, 2015. After that, the researcher recorded and transcribed the interviews to analyze them later in the study.

### **3.8. Validity and Reliability of Scale**

In order to ensure the reliability and validity of the instrument used in this study, firstly related literature was reviewed, and commonly acceptable scale was taken into consideration. To ensure the face validity and content validity, experts in the field were consulted during the translation and adaptation of the scale.

To ensure the quality of the instrument, the process of developing the survey was ended with a pilot study which is applied to 50 students in Preparatory School at Ufuk University, except the main sample of the study. Exploratory Factor Analysis (EFA) was conducted with the data gathered from the pilot study. The results of the EFA of the scale is to prove the compatibility of the adapted scale with the original scale.

Finally, Cronbach values (Table 3.1) were checked which construct related evidence. The values are greater than .60 which shows the scale is reliable.

*Table 3. 1: Internal Consistency Coefficients of Each Strategy Dimension of the Scales*

<b>Scale</b>	<b>Dimensions</b>	<b>Cronbach's</b>
<b>To discover the meaning of a new word</b>		
	Determination Strategy	.63
	Social (Discovery) Strategy	.74
<b>To consolidate the meaning of a word once it has been encountered</b>		
	Social (Consolidation) Strategy	.61
	Memory Strategy	.89
	Cognitive Strategy	.82
	Meta-Cognitive Strategy	.60

### **3.9. Data Analysis**

In the present study, the data, collected through two different instruments during the research, was analyzed both quantitatively and qualitatively. The quantitative data was collected by means of a questionnaire and the qualitative data was collected through semi-structured interviews. The statistical package, SPSS program, was used to analyze the data obtained from part II of the questionnaires.

Part I: the descriptive statistics were used to find frequencies, percentage, and mean ( $\bar{X}$ ).

Part II: the questionnaires of the six strategy categories: The Determination, the Social (Discovery), the Social (Consolidation), the Memory, the Cognitive and the Metacognitive. The mean ( $\bar{X}$ ), and percentage were used to compute the data.

After the analysis of the questionnaires, the interviews that were carried out with the students were also analyzed qualitatively. The researcher designed interview questions related to the content of the study and the research questions. After getting permission from the participants, the interviews were recorded through a sound recorder so that the researcher can easily transcribe every single word later. Then, the interviews were transcribed and subjected to content analysis. Consequently, information related to the students' perceptions concerning their use of vocabulary learning strategies to discover and consolidate vocabulary was presented.

### **3.10. Conclusion**

This study uses questionnaire which collected self-reported data. The collected data is limited with what the participants say and believe. There may be potential sources of bias contained in the data. Since the use of self-report measures may lead to inflation of common method variance. In this chapter, the general information about the research design of the study, participants, setting and data collection instruments are presented. The results of the data collection are presented in the next chapter.

## CHAPTER IV

### DATA ANALYSIS AND EVALUATION OF THE RESULTS

#### 4.1. Introduction

The aim of this study is to determine the most and the least frequently used categories of vocabulary learning strategies adopted by the students studying in preparatory class at Ufuk University. This chapter presents the results of the questionnaires and interviews applied in the academic year of 2015-2016. The quantitative data were transformed into statistical results by means of SPSS 22. This chapter gives firstly the results of the quantitative analysis and then the interpretations of the qualitative results of the study. The chapter begins with the descriptive results about the participants and the following sections present the descriptive results for each strategy. Lastly, the results of the student interviews are introduced in detail.

#### 4.2. Descriptive Results about the Participants

As mentioned before there were 300 students who attended to the study. About 64% of the participants ( $N=191$ ) are female and 36% of the participants ( $N=109$ ) are male students.

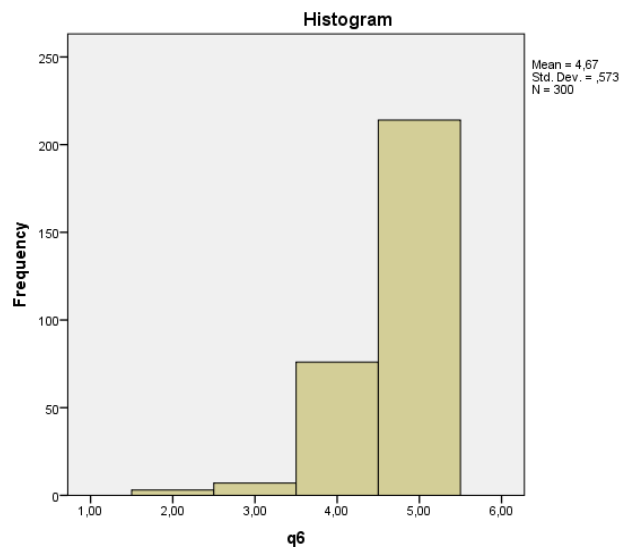
The youngest student attended to the study is 17 years old and the oldest student is 40 years old. The average age is 19 with a standard deviation of 2.33.

Most of the participants ( $N=201$ , 67%) graduated from foreign language medium high schools and 99 students (33%) graduated from Turkish medium high schools. In addition to this, the participants declared how many years they were educated in English. 70 % of the

participants ( $N=210$ ) have been educated in English for 5 to 10 years. 16% of the participants ( $N=49$ ) have been educated in English more than 10 years and about 14% of the participants ( $N=41$ ) have been educated in English less than 5 years. Moreover, there were 58 students (19%) who attended a course or a training program in order to learn English within the last two years, and 81% of the students ( $N=242$ ) did not attend any activity about learning English.

When it is asked that in what level the students think vocabulary learning is crucial in order to learn English, it can be seen that most of the students believe vocabulary learning is very important. Figure 4.1 illustrates the distribution of students' perception. The mean value which is equal to 4.67 with a standard deviation of .573 also shows that students believe in the importance of vocabulary learning.

*Figure 4. 1: Distribution of the Students' Perceptions about Vocabulary Learning*





### 4.3. Descriptive Results of the Scale by Strategies

The scale has six different categories with a 5 point Likert type Scale. These strategies are Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, and Metacognitive. The results of the descriptive analysis were summarized in Table 4.1.

*Table 4. 1: Descriptive Results for the Categories*

<i>Strategies</i>	<i>N</i>	<i># of Items</i>	<i>Mean</i>	<i>SD</i>
Determination	300	9	28.57	4.94
Social (Discovery)	300	5	16.71	4.15
Social (Consolidation)	300	3	7.08	2.62
Memory	300	27	72	17.51
Cognitive	300	9	27.6	7.20
Metacognitive	300	4	14.96	3.51

The maximum value that the participants get from the strategy of Determination is 45. The mean value of this strategy is about 29 with a standard deviation of 4.94. It can be said that the participants are above the average about using this strategy in order to learn vocabulary.

The maximum value that the participants get from the strategy of Social Discovery is 25. The mean value of this strategy is 16.71 with a standard deviation of 4.15. It can be said that the participants are above the average about using this strategy in order to learn vocabulary.

The maximum value that the participants get from the strategy of Social Consolidation is 15. The mean value of this strategy is 7.08 with a standard deviation of 2.62. It can be said that the participants are below the average about using this strategy in order to learn vocabulary.

The maximum value that the participants get from the strategy of Memory is 135. The mean value of this strategy is 72 with a standard deviation of 17.51. It can be said that the participants are above the average about using this strategy in order to learn vocabulary.

The maximum value that the participants get from the strategy of Cognitive is 45. The mean value of this strategy is 27.6 with a standard deviation of 7.2. It can be said that the participants are above the average about using this strategy in order to learn vocabulary.

The maximum value that the participants get from the strategy of Metacognitive is 25. The mean value of this strategy is about 15 with a standard deviation of 3.51. It can be said that the participants are above the average about using this strategy in order to learn vocabulary.

In order to understand deeply, in addition to the analysis of each dimension their items were analyzed separately.

### **4.3.1. Descriptive Results of Each Item**

#### **4.3.1.1. Analysis of the Strategy of Determination**

The Strategy of Determination has nine items. The distribution of the opinions of the students were summarized in Table 4.2.

The descriptive results show that the students stated that they almost always use Turkish-English or English-Turkish Dictionary in order to find the meaning of a word ( $M=4.42$ ,  $SD=.93$ ). They also mentioned that they rarely use a dictionary in English to English ( $M=2.18$ ,  $SD=1.22$ ). Table 4.2 illustrates the values of each item of the strategy of Determination.

*Table 4. 2: The distribution of the opinions of the students related to Determination Strategy*

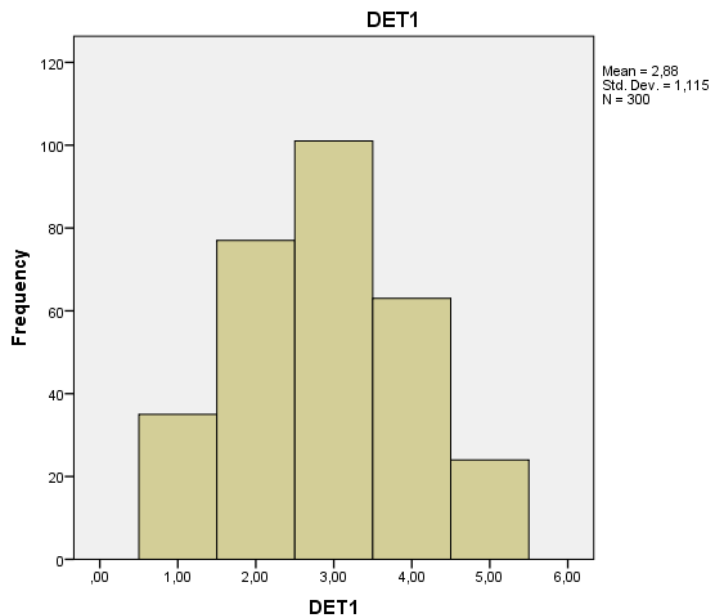
<b>Item</b>		<b>N</b>	<b>%</b>	<b>Mean</b>	<b>Std. Deviation</b>
DET1: I analyze the part of speech of the word to guess its meaning.	never	35	11.7	2.88	1.11
	rarely	77	25.7		
	sometimes	101	33.7		
	often	63	21.0		
	always	24	8.0		
DET2: I analyze affixes and roots of the new word when guessing its meaning.	never	46	1.3	2.71	1.13
	rarely	90	30.0		
	sometimes	88	29.3		
	often	57	19.0		
	always	19	6.3		
DET3: I check for L1 cognate of the new word.	never	44	14.7	3.27	1.34
	rarely	39	13.0		
	sometimes	80	26.7		
	often	67	22.3		
	always	70	23.3		
DET4: I analyze any available pictures and gestures accompanying the word.	never	21	7	3.66	1.19
	rarely	28	9.3		
	sometimes	69	23		
	often	96	32		
	always	86	28.7		

	never	3	1		
DET5: I try to guess the meaning of the unknown word from textual context in which the word appears.	rarely	17	5.7		
	sometimes	61	20.3	3.99	.93
	often	118	39.3		
	always	101	33.7		
	never	6	2		
DET6: I use a bilingual dictionary to find out the meaning of the new word.	rarely	11	3.7		
	sometimes	23	7.7	4.42	.93
	often	71	23.7		
	always	189	63		
	never	116	38.7		
DET7: I use a monolingual dictionary to find out the meaning of the new word.	rarely	77	25.7		
	sometimes	64	21.3	2.18	1.22
	often	23	7.7		
	always	20	6.7		
	never	44	14.7		
DET8: I learn the word through English Turkish wordlists.	rarely	56	18.7		
	sometimes	70	23.3	3.21	1.39
	often	54	18		
	always	76	25.3		
	never	104	34.7		
DET9: I infer the meaning of the word from flash cards shown by the teacher in class.	rarely	74	24.7		
	sometimes	77	25.7	2.25	1.16
	often	32	10.7		
	always	13	4.3		

*DET1: I analyze parts of speech of the new word to guess its meaning.*

The results show that about 34 % of the participants ( $N=101$ ) sometimes analyze parts of speech of the new word to guess its meaning; moreover, about 26% of the participants ( $N=77$ ) stated they rarely use this technique. 21% of the participants use this technique often and 8% of them stated that they always use this technique. In addition to these there are 35 participants (11.7%) never use this technique. Figure 4.2 illustrates the distribution of the perceptions of the participants.

*Figure 4. 2: Histogram of the Statement of DET1*

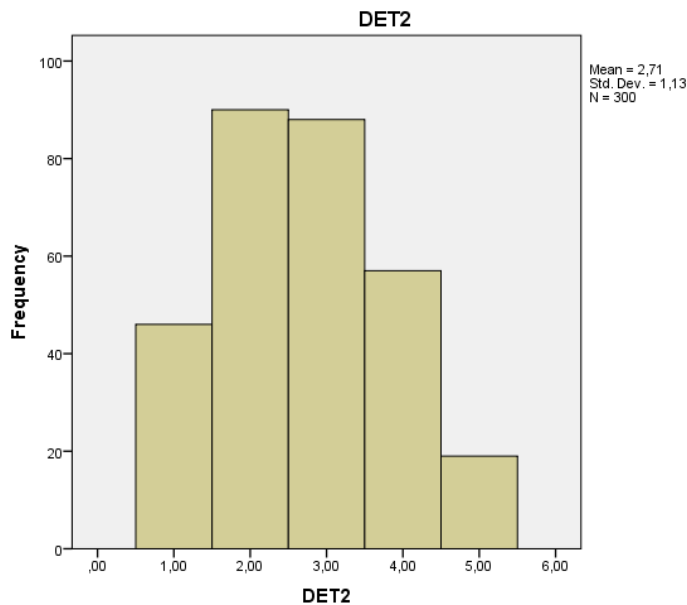


*DET2: I analyze affixes and roots of the new word when guessing its meaning.*

The results show that about 29.3 % of the participants ( $N=88$ ) sometimes analyze affixes and roots of the new word to guess its meaning; moreover 30% of the participants ( $N=90$ ) stated they rarely use this technique. 19% of the participants analyze affixes and roots of the new word often and 6.3% of them stated that they always use this technique. In addition to these

there are 46 participants (1.3%) never analyze affixes and roots of a new word to guess the meaning. Figure 4.3 illustrates the distribution of the perceptions of the participants.

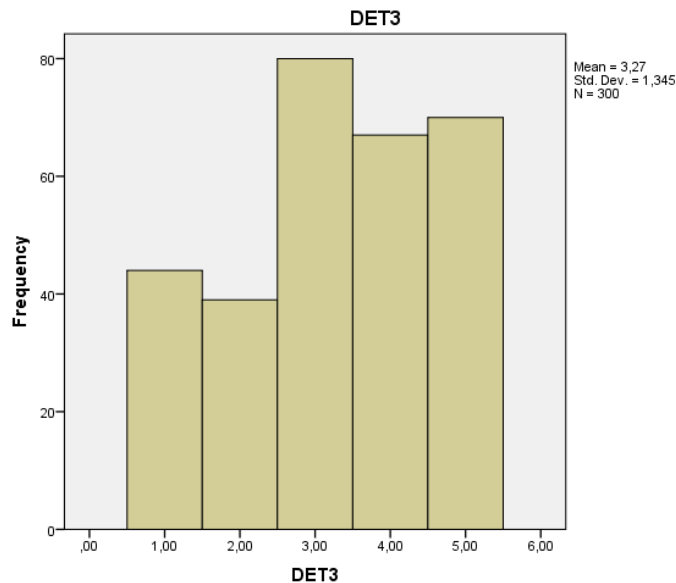
Figure 4. 3: Histogram of the Statement of DET2



*DET3: I check for L1 cognate of the new word.*

The results show that about 27 % of the participants ( $N=80$ ) sometimes check for L1 cognate of the new word; moreover 13% of the participants ( $N=39$ ) stated they rarely use this technique. 22.3% of the participants check for L1 cognate of the new word often and 23.3% of them stated that they always use this technique. In addition to these there are 44 participants (14.7%) never use this technique. Figure 4.4 illustrates the distribution of the perceptions of the participants.

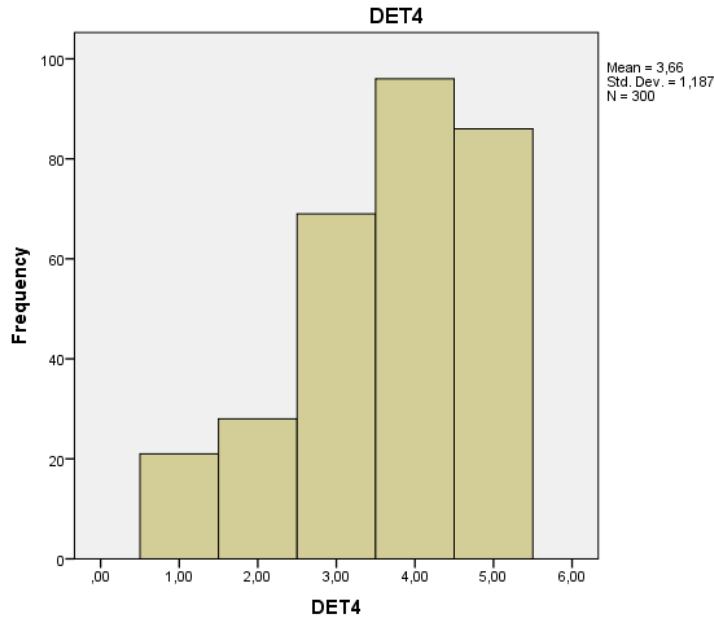
Figure 4. 4: Histogram of the Statement of DET3



*DET4: I analyze any available pictures and gestures accompanying the word.*

The results show that about 23% of the participants ( $N=69$ ) sometimes analyze any available pictures and gestures accompanying the word; moreover 9.3% of the participants ( $N=28$ ) stated they rarely use this technique. 32% of the participants often analyze available pictures and gestures and 29% of them stated that they always use this technique. In addition to these there are 21 participants (7%) never analyze any available pictures and gestures accompanying the word. Figure 4.5 illustrates the distribution of the perceptions of the participants.

Figure 4. 5: Histogram of the Statement of DET4

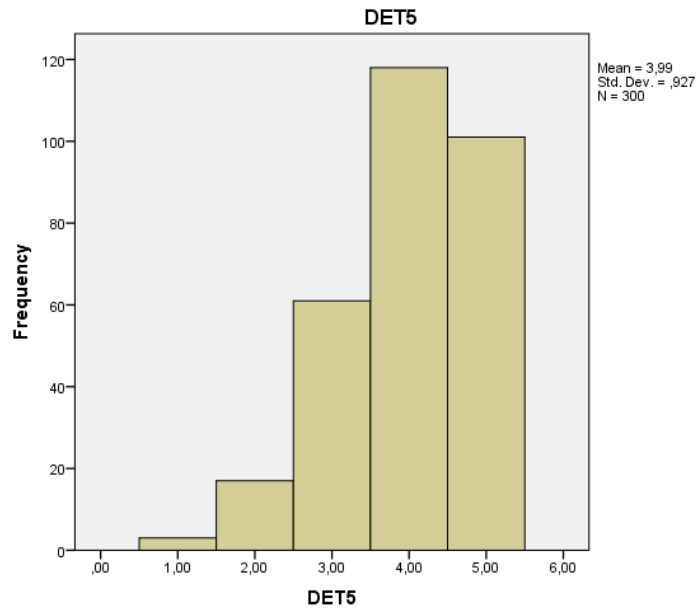


*DET5: I try to guess the meaning of the unknown word from textual context in which the word appears.*

The results show that about 20.3% of the participants ( $N=61$ ) sometimes guess the meaning of the unknown word from textual context; moreover 6% of the participants ( $N=17$ ) stated they rarely use this technique. 39.3% of the participants often guess the meaning of a word from textual context and 34% of them stated that they always use this technique. In addition to these there are 3 participants (1%) never try to guess the meaning of the unknown word from textual context in which the word appears. Figure 4.6 illustrates the distribution of the perceptions of the participants.



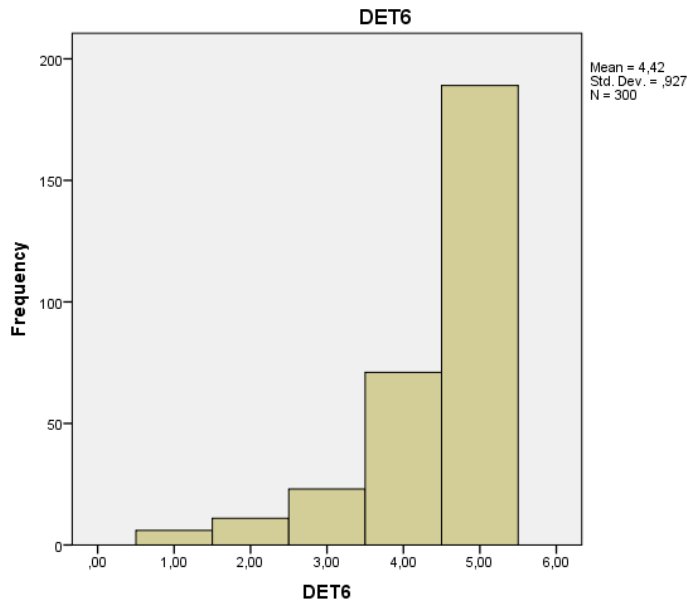
Figure 4. 6: Histogram of the Statement of DET5



*DET6: I use a bilingual dictionary to find out the meaning of the new word.*

The results show that about 8 % of the participants ( $N=23$ ) sometimes use a bilingual dictionary to find out the meaning of the new word; moreover 4% of the participants ( $N=11$ ) stated they rarely use this technique. 24% of the participants often use a bilingual dictionary and 63% of them stated that they always use this technique. In addition to these there are 6 participants (2%) never use a bilingual dictionary. Figure 4.7 illustrates the distribution of the perceptions of the participants.

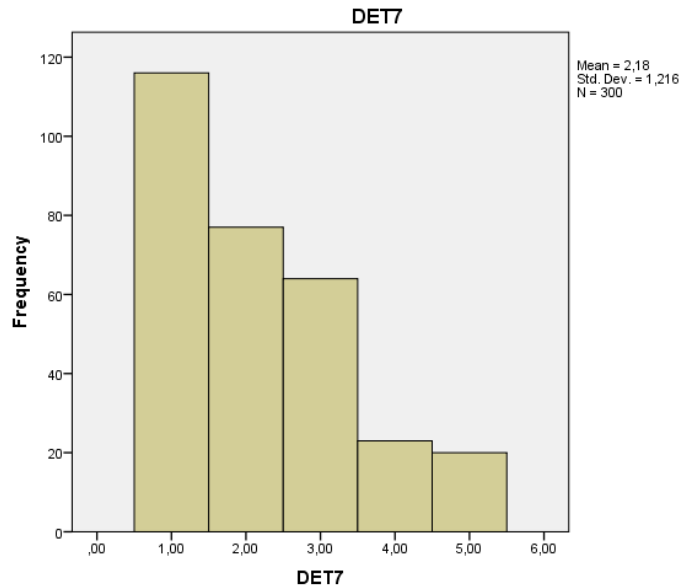
Figure 4. 7: Histogram of the Statement of DET6



*DET7: I use a monolingual dictionary to find out the meaning of the new word.*

The results show that about 21.3 % of the participants ( $N=64$ ) sometimes use a monolingual dictionary to find out the meaning of the new word; moreover 26% of the participants ( $N=77$ ) stated they rarely use this technique. 8% of the participants often use a monolingual dictionary and 7% of them stated that they always use this technique. In addition to these, there are 116 participants (38.7%) never use a monolingual dictionary in order to discover the meaning of the new word. Figure 4.8 illustrates the distribution of the perceptions of the participants.

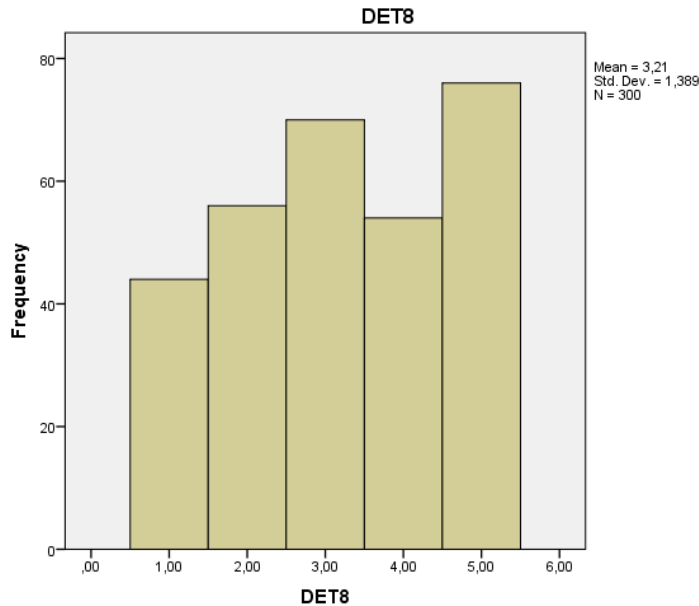
Figure 4. 8: Histogram of the Statement of DET7



*DET8: I learn the word through English Turkish wordlists.*

The results show that about 23.3% of the participants ( $N=70$ ) sometimes learn the word through English Turkish wordlists; moreover 19% of the participants ( $N=56$ ) stated they rarely use this technique. 18% of the participants often learn the word through English Turkish wordlists and 25.3% of them stated that they always use this technique. In addition to these there are 44 participants (14.7%) never use this technique. Figure 4.9 illustrates the distribution of the perceptions of the participants.

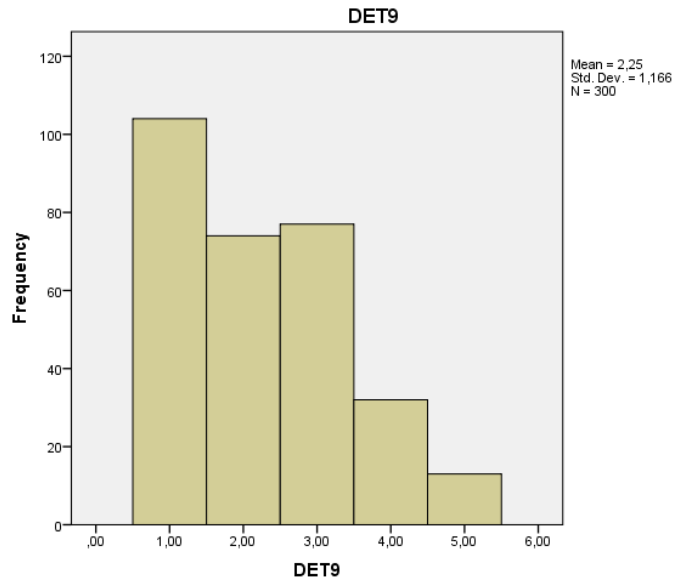
Figure 4. 9: Histogram of the Statement of DET8



*DET9: I infer the meaning of the word from flash cards shown by the teacher in class.*

The results show that about 26% of the participants ( $N=77$ ) sometimes infer the meaning of the word from flash cards; moreover 25% of the participants ( $N=74$ ) stated they rarely use this technique. 11% of the participants often infer the meaning of the word from flash cards shown by the teacher in class and 4.3% of them stated that they always use this technique. In addition to these there are 104 participants (35%) who never try to infer the meaning of the word from flash cards shown by the teacher in class. Figure 4.10 illustrates the distribution of the perceptions of the participants.

Figure 4. 10: Histogram of the Statement of DET9



#### 4.3.1.2. Analysis of the Strategy of Social Discovery

The Strategy of Social Discovery has five items. The distribution of the opinions of the students were summarized in Table 4.3.

*Table 4. 3: The distribution of the opinions of the students related to Social Discovery Strategy*

<b>Item</b>		<b>N</b>	<b>%</b>	<b>Mean</b>	<b>Std. Deviation</b>
SOC1: I ask the teacher for an L1 translation of the new word.	never	10	3.3	3.88	1.07
	rarely	20	6.7		
	sometimes	70	23.3		
	often	96	32.0		
	always	104	34.7		
SOC2: I ask the teacher for a paraphrase or synonym of the new word.	never	28	9.3	3.30	1.25
	rarely	54	18		
	sometimes	83	27.7		
	often	70	23.3		
	always	65	21.7		
SOC3: I ask the teacher for a sentence including the new word.	never	43	14.3	2.90	1.26
	rarely	81	27		
	sometimes	84	28		
	often	47	15.7		
	always	45	15		
SOC4: I ask classmates for the meaning of the word.	never	19	6.3	3.60	1.12
	rarely	28	9.3		
	sometimes	75	25		
	often	110	36.7		
	always	68	22.7		

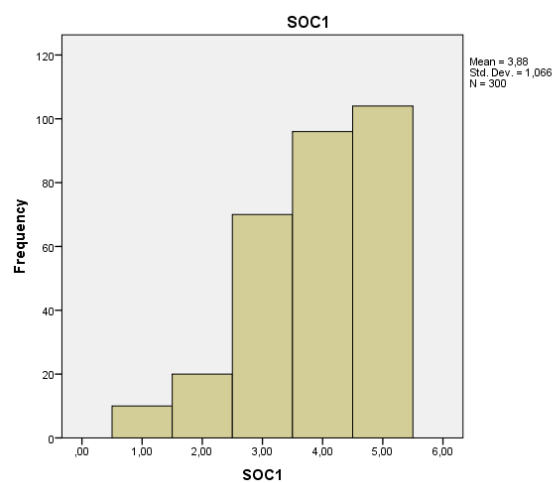
	never	35	11.7		
SOC5: I discover the meaning of	rarely	69	23		
a new word through group work	sometimes	90	30	3.03	1.21
activity.	often	64	21.3		
	always	42	14		

The descriptive results show that the students stated that they almost often ask the meaning in Turkish to the teacher ( $M = 3.88$ ,  $SD = 1.07$ ). They also mentioned that they sometimes want their teacher to use the new word in a sentence ( $M=2.90$ ,  $SD=1.26$ ). Table 4.3 illustrates the average values of each item of the strategy of Social Discovery.

*SOC 1: I ask the teacher for an L1 translation of the new word.*

The results show that about 23.3% of the participants ( $N=70$ ) sometimes ask the teacher for an L1 translation of the new word; moreover 7% of the participants ( $N=20$ ) stated they rarely use this technique. 32% of the participants often ask the teacher for an L1 translation of the new word and 35% of them stated that they always use this technique. In addition to these, there are 10 participants (3.3%) never use this technique. Figure 4.11 illustrates the distribution of the perceptions of the participants.

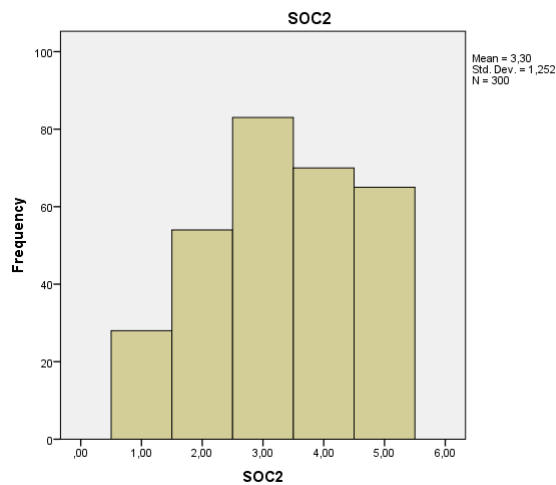
*Figure 4. 11: Histogram of the Statement of SOC1*



*SOC 2: I ask the teacher for a paraphrase or synonym of the new word.*

The results show that about 28 % of the participants ( $N=83$ ) sometimes ask the teacher for a paraphrase or synonym of the new word; moreover 18% of the participants ( $N=54$ ) stated they rarely use this technique. 23.3% of the participants use this technique often and 22% of them stated that they always ask the teacher for a paraphrase or synonym of the new word. In addition to these, there are 28 participants (9.3%) never use this technique. Figure 4.12 illustrates the distribution of the perceptions of the participants.

*Figure 4. 12: Histogram of the Statement of SOC2*

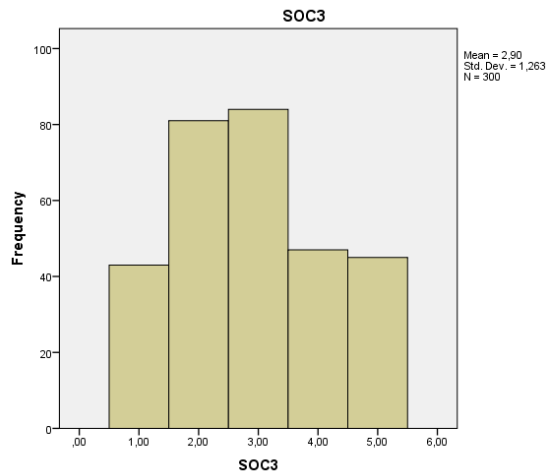


*SOC 3: I ask the teacher for a sentence including the new word.*

The results show that about 28 % of the participants ( $N=84$ ) sometimes ask the teacher for a sentence including the new word; moreover 27% of the participants ( $N=81$ ) stated they rarely use this technique. 16% of the participants often ask the teacher for a sentence including the new word and 15% of them stated that they always use this technique. In addition to these there are 43 participants (14.3%) never ask the teacher for a sentence including the new word. Figure 4.13 illustrates the distribution of the perceptions of the participants.



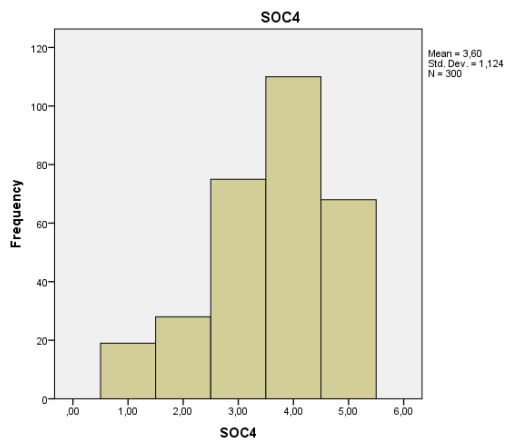
Figure 4. 13: Histogram of the Statement of SOC3



*SOC 4: I ask classmates for the meaning of the word.*

The results show that about 25 % of the participants ( $N=75$ ) sometimes ask classmates for the meaning of the word; moreover 9.3% of the participants ( $N=28$ ) stated they rarely use this technique. 37% of the participants often ask classmates for the meaning of the word and 23% of them stated that they always use this technique. In addition to these, there are 19 participants (6.3%) never ask classmates for the meaning of the word. Figure 4.14 illustrates the distribution of the perceptions of the participants.

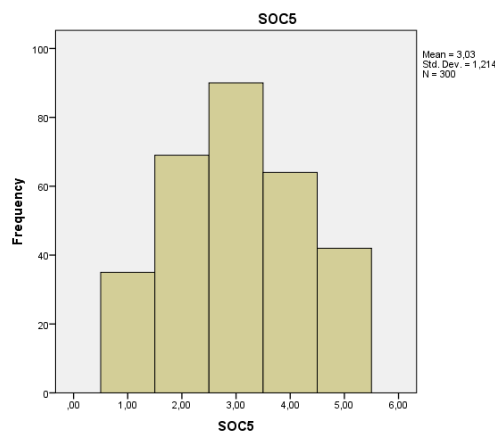
Figure 4. 14: Histogram of the Statement of SOC4



*SOC 5: I discover the meaning of a new word through group work activity.*

The results show that about 30% of the participants ( $N=90$ ) sometimes discover the meaning of a new word through group work activity; moreover 23% of the participants ( $N=69$ ) stated they rarely discover the meaning of a new word through group work activity. 21.3% of the participants use this technique often and 14% of them stated that they always use this technique. In addition to these there are 35 participants (11.7%) never use this technique. Figure 4.15 illustrates the distribution of the perceptions of the participants.

*Figure 4. 15: Histogram of the Statement of SOC5*



#### **4.3.1.3. Analysis of the Strategy of Social Consolidation**

The Strategy of Social Consolidation has three items. The distribution of the opinions of the students were summarized in Table 4.4.

*Table 4. 4: The distribution of the opinions of the students related to Social Consolidation Strategy*

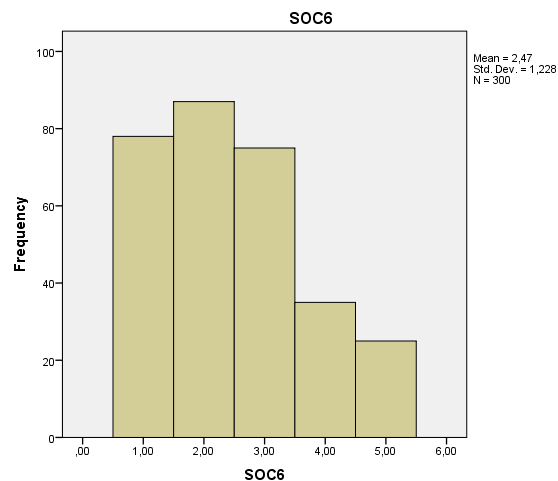
<b>Item</b>		<b>N</b>	<b>%</b>	<b>Mean</b>	<b>Std. Deviation</b>
	never	78	26		
SOC6: I study and practice meaning in a group in class or outside class.	rarely	87	29		
	sometimes	75	25	2.47	1.23
	often	35	11.7		
	always	25	8.3		
	never	129	43		
SOC7: I keep wordlists/flashcards and my teacher checks students' flash cards or wordlists for accuracy.	rarely	72	24		
	sometimes	60	20	2.05	1.13
	often	31	10.3		
	always	8	2.7		
	never	98	32.7		
SOC8: I try to use the new word in interactions with native-speakers.	rarely	58	19.3		
	sometimes	57	19	2.56	1.39
	often	53	17.7		
	always	34	11.3		

The descriptive results show that the students stated that they almost often use the newly-learned words when they communicate with a native speaker ( $M = 2.55$ ,  $SD = 1.39$ ). They also mentioned that they rarely use word lists or cards and have them checked by their teacher ( $M = 2.05$ ,  $SD = 1.13$ ). Table 4.4 illustrates the average values of each item of the strategy of Social Consolidation.

*SOC 6: I study and practice meaning in a group in class or outside class.*

The results show that about 25% of the participants ( $N=75$ ) sometimes study and practice meaning in a group in class or outside class; moreover 29% of the participants ( $N=87$ ) stated they rarely use this technique. 11.7% of the participants use this technique often and 8.3% of them stated that they always study and practice meaning in a group in class or outside class. In addition to these, there are 78 participants (26%) never use this technique. Figure 4.16 illustrates the distribution of the perceptions of the participants.

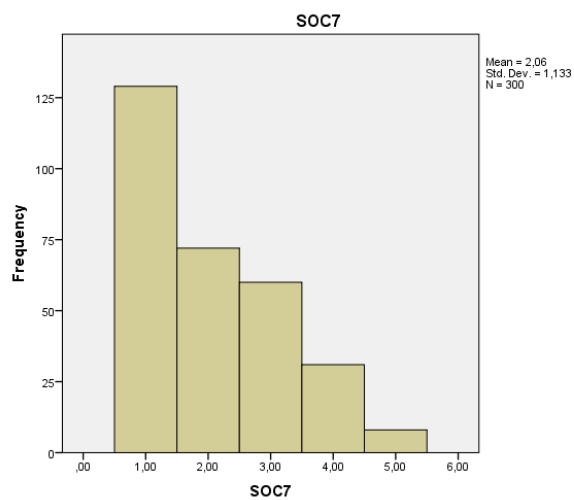
*Figure 4. 16: Histogram of the Statement of SOC6*



*SOC 7: I keep wordlists/flashcards and my teacher checks students' flash cards or wordlists for accuracy.*

The results show that about 20% of the participants ( $N=60$ ) sometimes keep wordlists or flashcards and the teacher checks their flash cards or wordlists for accuracy; moreover 24% of the participants ( $N=72$ ) stated they rarely use this technique. 10.3% of the participants often keep wordlists or flashcards and 3% of them stated that they always use this technique. In addition to these, there are 129 participants (43%) never keep wordlists or flashcards. Figure 4.17 illustrates the distribution of the perceptions of the participants.

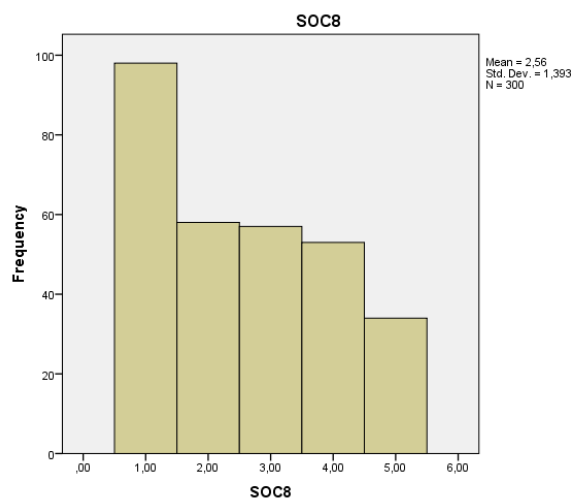
Figure 4. 17: Histogram of the Statement of SOC 7



*SOC 8: I try to use the new word in interactions with native-speakers.*

The results show that about 19% of the participants ( $N=57$ ) sometimes try to use the new word in interactions with native-speakers; moreover 19.3% of the participants ( $N=58$ ) stated they rarely use this technique. 18% of the participants often use this technique and 11.3% of them stated that they always try to use the new word in interactions with native-speakers. In addition to these, there are 98 participants (33%) never use this technique. Figure 4.18 illustrates the distribution of the perceptions of the participants.

Figure 4. 18: Histogram of the Statement of SOC8



#### 4.3.1.4. Analysis of the Strategy of Memory

The Strategy of Memory has twenty-seven items. The distribution of the opinions of the students were summarized in Table 4.5.

*Table 4. 5: The distribution of the opinions of the students related to Memory Strategy*

Item		N	%	Mean	Std. Deviation
	never	94	31.3		
MEM1: I study the new word with a pictorial representation of its meaning: through photographs, images or drawings.	rarely	76	25.3	2.40	1.25
	sometimes	64	21.3		
	often	47	15.7		
	always	19	6.3		
	never	102	34		
MEM2: I study the word by forming an image of its meaning.	rarely	72	24	2.33	1.23
	sometimes	67	22.3		
	often	42	14		
	always	17	5.7		
	never	69	23		
MEM3: I connect the word meaning to a personal experience.	rarely	72	24	2.72	1.32
	sometimes	69	23		
	often	53	17.7		
	always	37	12.3		
	never	28	9.3		
MEM4: I associate the word with its coordinates (related words).	rarely	46	15.3	3.25	1.18
	sometimes	97	32.3		
	often	79	26.3		

	always	50	16.7		
	never	58	19.3		
	rarely	77	25.7		
MEM5: I connect the word to its synonyms and antonyms.	sometimes	68	22.7	2.87	1.38
	often	39	13		
	always	58	19.3		
	never	148	49.3		
MEM6: I use semantic maps (word trees) to consolidate the meaning of a word.	rarely	84	28		
	sometimes	40	13.3	1.87	1.10
	often	14	4.7		
	always	14	4.7		
	never	140	46.7		
	rarely	77	25.7		
MEM7: I use 'scales' for gradable adjectives.	sometimes	45	15	1.99	1.18
	often	21	7		
	always	17	5.7		
	never	91	30.3		
MEM8: I use some memory enhancement techniques such as the Peg Method to learn the words. In other words, I associate the words with nouns that rhyme with the numbers.	rarely	76	25.3		
	sometimes	65	21.7	2.49	1.45
	often	40	13.3		
	always	27	9		
	never	38	12.7		
MEM9: I use some memory techniques such as the Loci Method which uses visualization to organize and recall information. For example, I remember the words by visualizing their locations or place.	rarely	53	17.7		
	sometimes	86	28.7	3.19	1.30
	often	60	20		
	always	63	21		

	never	66	22		
MEM10: I group words together to study them; i.e. I relate the new word to other words from the same class, same meaning or same family.	rarely	82	27.3		
	sometimes	76	25.3	2.61	1.21
	often	54	18		
	always	22	7.3		
	never	132	44		
MEM11: I group words together spatially on a page or notebook by forming geometrical patterns like columns, squares, triangles, circles...etc.	rarely	80	26.7		
	sometimes	45	15	2.07	1.24
	often	20	6.7		
	always	23	7.7		
	never	23	7.7		
MEM12: I use new words in sentences to consolidate their meaning.	rarely	60	20		
	sometimes	89	29.7	3.30	1.23
	often	60	20		
	always	68	22.7		
	never	89	29.7		
MEM13: I group words together within a storyline, i.e. "cats", "like", "fish"; "ice-cream", "tastes", "good".	rarely	71	23.7		
	sometimes	66	22	2.49	1.28
	often	51	17		
	always	23	7.7		
	never	8	2.7		
MEM14: I study the spelling of a word carefully.	rarely	27	9		
	sometimes	67	22.3	3.88	1.08
	often	89	29.7		
	always	109	36.3		
	never	9	3		



	rarely	29	9.7		
MEM15: I study the sound of a word carefully.	sometimes	76	25.3	3.82	1.11
	often	79	26.3		
	always	107	35.7		
<hr/>					
	never	27	9		
	rarely	46	15.3		
MEM16: I say new word aloud when studying.	sometimes	69	23	3.51	1.32
	often	61	20.3		
	always	97	32.3		
<hr/>					
	never	176	58.7		
	rarely	62	20.7		
MEM17: I image word form to learn it thoroughly; i.e. the word "zoo" looks like the number "200".	sometimes	29	9.7	1.76	1.12
	often	22	7.3		
	always	11	3.7		
<hr/>					
	never	206	68.7		
	rarely	49	16.3		
MEM18: I underline initial letter of the word.	sometimes	33	11	1.52	.89
	often	8	2.7		
	always	4	1.3		
<hr/>					
	never	167	55.7		
	rarely	61	20.3		
MEM19: I note the form of a word and make the configuration of it. For example, "I like <i>watermelon</i> ."	sometimes	38	12.7	1.84	1.16
	often	20	6.7		
	always	14	4.7		
<hr/>					
MEM20: I think of a Turkish word that sounds like the new word and then think of a visual image	never	109	36.3		
	rarely	73	24.3		

combining the meaning of the new word and the meaning of the Turkish word.	sometimes	63	21	2.31	1.30		
	often	26	8.7				
	always	29	9.7				
<hr/>							
	never	76	25.3				
	rarely	90	30				
	sometimes	78	26	2.45	1.19		
often	34	11.3					
always	22	7.3					
<hr/>							
MEM22: I analyze part of speech of the word (noun, verb, adjective, etc.) to remember it.	never	70	23,3				
	rarely	71	23,7				
	sometimes	97	32,3	2.58	1.20		
	often	38	12,7				
	always	24	8,0				
<hr/>							
never	72	24					
MEM23: I paraphrase the word's meaning to consolidate the word. For example, "aunt" can be paraphrased as "my mother's sister".	rarely	60	20				
	sometimes	89	29.7	2.66	1.24		
	often	56	18.7				
	always	23	7.7				
<hr/>							
never	21	7					
MEM24: I connect the word to cognates while studying. For instance, I connect English words of similar form and meaning in my first language.	rarely	34	11.3				
	sometimes	81	27	3.56	1.19		
	often	84	28				
	always	80	26.7				
<hr/>							
MEM25: I learn the words of an idiom together as if they were just one word.	never	20	6.7				
	rarely	39	13				
	sometimes	71	23.7	3.63	1.24		

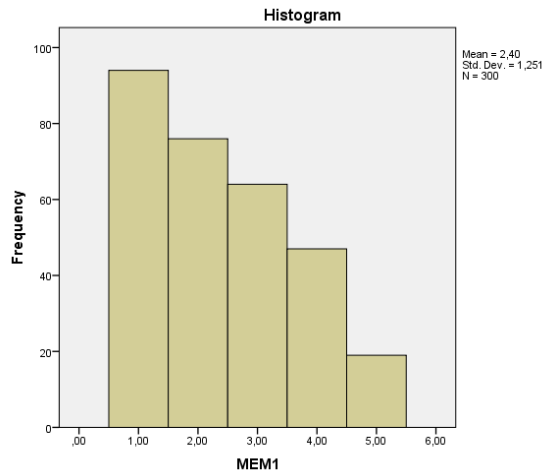
	often	72	24		
	always	98	32.7		
	never	167	55.7		
	rarely	39	13		
MEM26: I use physical action to learn a new word.	sometimes	58	19.3	1.92	1.20
	often	22	7.3		
	always	14	4.7		
	never	59	19.7		
MEM27: I use semantic grids. For instance, I associate “car”, “train”, “plane” with “transportation” or “cat”, “dog”, “bird” = “pets”.	rarely	79	26.3		
	sometimes	74	24.7	2.80	1.35
	often	38	12.7		
	always	50	16.7		

The descriptive results show that the students stated that they almost often study on the spelling of the word carefully ( $M = 3.88$ ,  $SD = 1.08$ ). They also mentioned that they underline the first letter of the word very rarely ( $M = 1.52$ ,  $SD = .89$ ).

*MEM 1: I study the new word with a pictorial representation of its meaning: through photographs, images or drawings.*

The results show that about 21.3% of the participants ( $N=64$ ) sometimes study the new word with a pictorial representation of its meaning; moreover 25.3% of the participants ( $N=76$ ) stated they rarely study the new word with a pictorial representation of its meaning. 16% of the participants often use this technique and 6.3% of them stated that they always use this technique. In addition to these, there are 94 participants (31.3%) never study the new word with a pictorial representation of its meaning through photographs, images or drawings. Figure 4.19 illustrates the distribution of the perceptions of the participants.

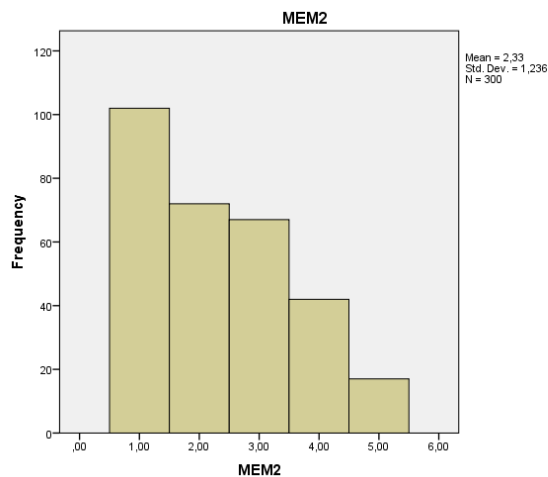
Figure 4. 19: Histogram of the Statement of MEM 1



*MEM 2: I study the word by forming an image of its meaning.*

The results show that about 22.3% of the participants ( $N=67$ ) sometimes study the word by forming an image of its meaning; moreover 24% of the participants ( $N=72$ ) stated they rarely use this technique. 14% of the participants often study the word by forming an image of its meaning and 6% of them stated that they always use this technique. In addition to these, there are 102 participants (34%) never use this technique. Figure 4.20 illustrates the distribution of the perceptions of the participants.

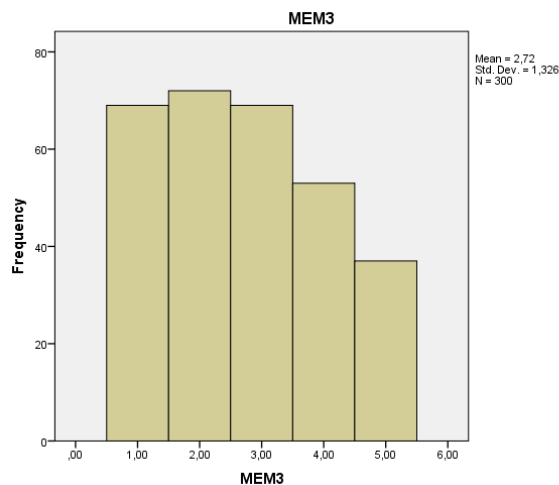
Figure 4. 20: Histogram of the Statement of MEM 2



*MEM 3: I connect the word meaning to a personal experience.*

The results show that about 23% of the participants ( $N=69$ ) sometimes connect the word meaning to a personal experience; moreover 24% of the participants ( $N=72$ ) stated they rarely use this technique. 18% of the participants often connect the word meaning to a personal experience and 12.3% of them stated that they always use this technique. In addition to these, there are 69 participants (23%) never connect the word meaning to a personal experience to consolidate the meaning of a word. Figure 4.21 illustrates the distribution of the perceptions of the participants.

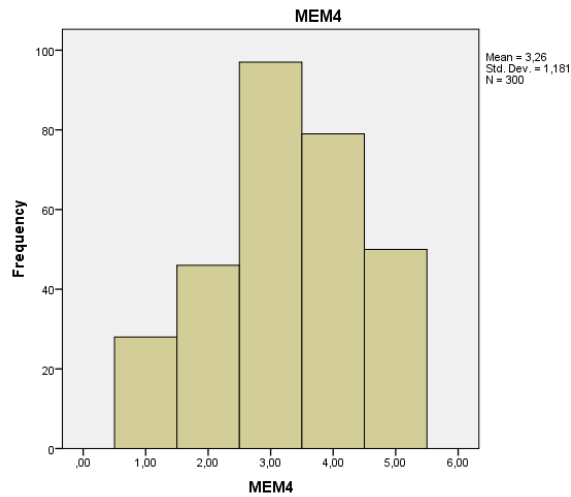
*Figure 4. 21: Histogram of the Statement of MEM 3*



*MEM 4: I associate the word with its coordinates (related words).*

The results show that about 32.3% of the participants ( $N=97$ ) sometimes associate the word with its coordinates (related words); moreover 15.3% of the participants ( $N=46$ ) stated they rarely associate the word with its coordinates. 26.3% of the participants use this technique often and 17% of them stated that they always use this technique. In addition to these, there are 28 participants (9.3%) never associate the word with its coordinates in order to consolidate the meaning of a word. Figure 4.22 illustrates the distribution of the perceptions of the participants.

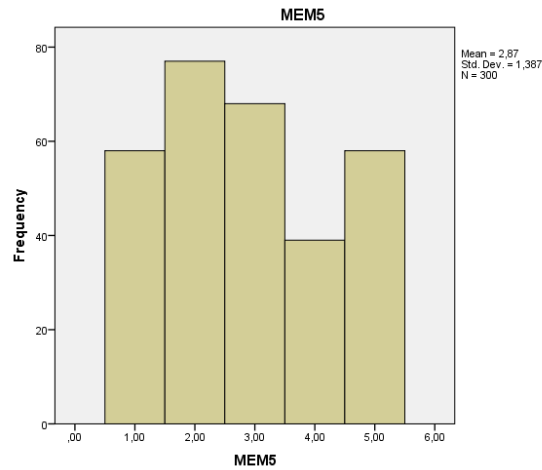
Figure 4. 22: Histogram of the Statement of MEM 4



*MEM 5: I connect the word to its synonyms and antonyms.*

The results show that about 23% of the participants ( $N=68$ ) sometimes connect the word to its synonyms and antonyms; moreover 26% of the participants ( $N=77$ ) stated they rarely use this technique. 13% of the participants often relate the word to its synonyms and antonyms while consolidating its meaning and 19.3% of them stated that they always use this technique. In addition to these, there are 58 participants (19.3%) who never connect the word to its synonyms and antonyms. Figure 4.23 illustrates the distribution of the perceptions of the participants.

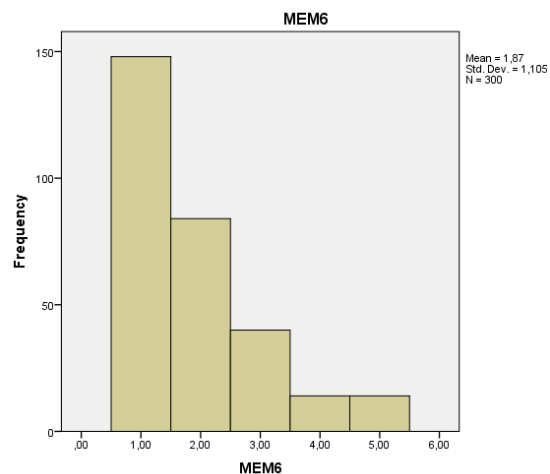
Figure 4. 23: Histogram of the Statement of MEM 5



*MEM 6: I use semantic maps (word trees) to consolidate the meaning of a word.*

The results show that about 13.3% of the participants ( $N=40$ ) sometimes use semantic maps (word trees) to consolidate the meaning of a word; moreover 28% of the participants ( $N=84$ ) stated they rarely use this technique. 5% of the participants often use semantic maps (word trees) while consolidating the meaning of a word and 5% of them stated that they always use this technique. In addition to these, there are 148 participants (49.3%) never use semantic maps. Figure 4.24 illustrates the distribution of the perceptions of the participants.

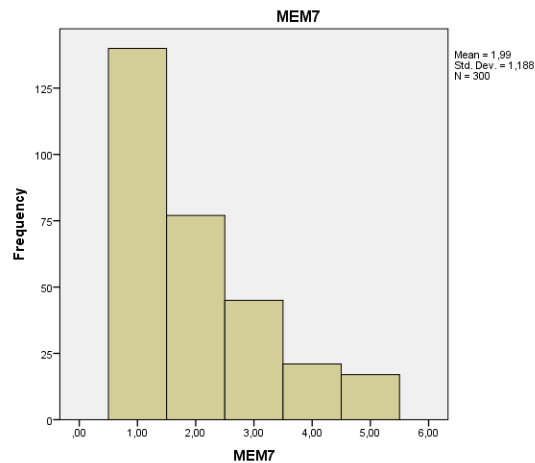
Figure 4. 24: Histogram of the Statement of MEM 6



*MEM 7: I use 'scales' for gradable adjectives.*

The results show that about 15% of the participants ( $N=45$ ) sometimes use 'scales' for gradable adjectives; moreover 26% of the participants ( $N=77$ ) stated they rarely use this technique. 7% of the participants often use 'scales' for gradable adjectives and 6% of them stated that they always use this technique. In addition to these, there are 140 participants (46.7%) never use 'scales' for gradable adjectives. Figure 4.25 illustrates the distribution of the perceptions of the participants.

*Figure 4. 25: Histogram of the Statement of MEM 7*

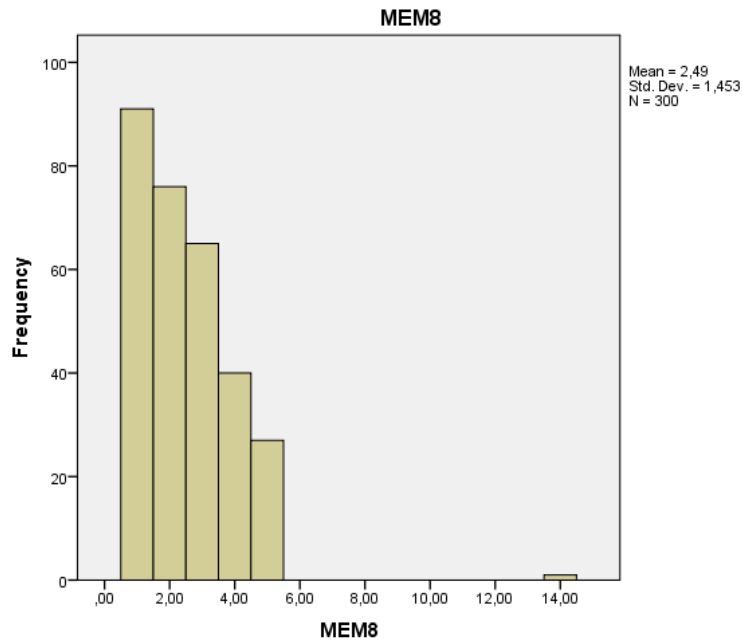


*MEM 8: I use some memory enhancement techniques such as the Peg Method to learn the words. In other words, I associate the words with nouns that rhyme with the numbers.*

The results show that about 22% of the participants ( $N=65$ ) sometimes group irrelevant new words together with a rhyme and with the numbers; moreover 25.3% of the participants ( $N=76$ ) stated they rarely use this memory enhancement technique. 13.3% of the participants use this technique often and 9% of them stated that they always associate the words with nouns that rhyme with the numbers. In addition to these, there are 91 participants (30.3%) never use memory enhancement technique. Figure 4.26 illustrates the distribution of the perceptions of the participants.



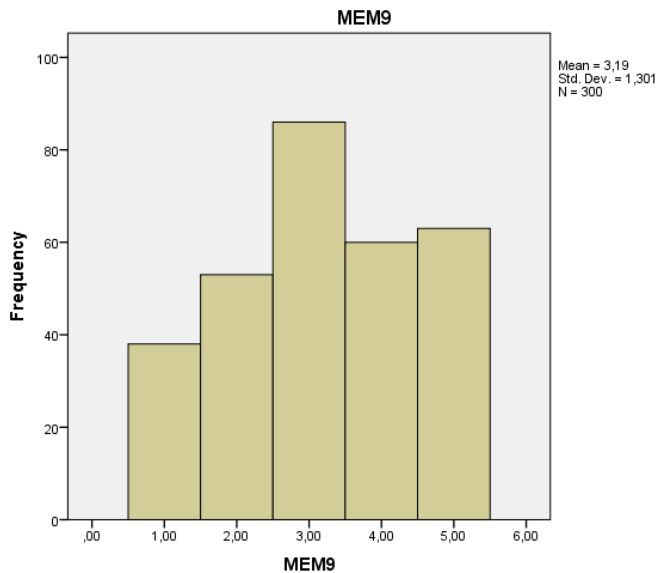
Figure 4. 26: Histogram of the Statement of MEM 8



*MEM 9: I use some memory techniques such as the Loci Method which uses visualization to organize and recall information. For example, I remember the words by visualizing their locations or place.*

The results show that about 29% of the participants ( $N=86$ ) sometimes adopt visualization to organize and recall information; moreover 18% of the participants ( $N=53$ ) stated they rarely remember the words by visualizing their locations or place. 20% of the participants often use this memory technique and 21% of them stated that they always use this technique. In addition to these, there are 38 participants (13%) never try to recall the words by visualizing their locations or place. Figure 4.27 illustrates the distribution of the perceptions of the participants.

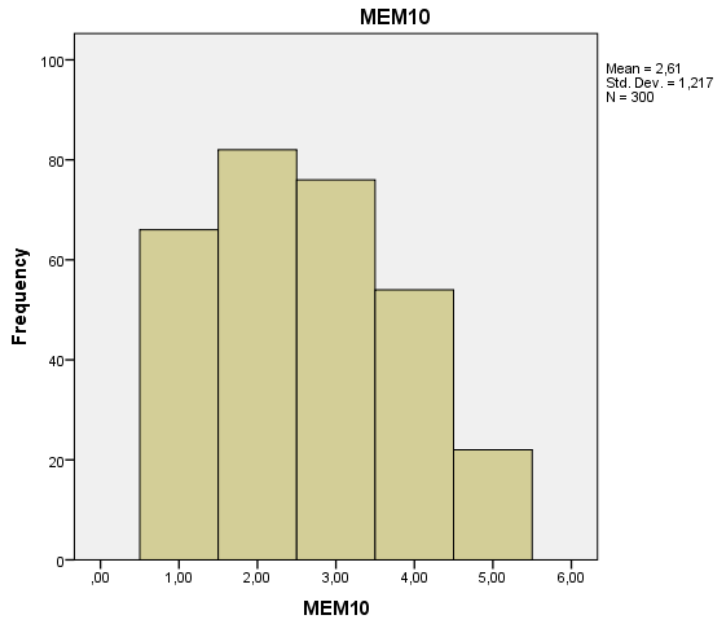
Figure 4. 27: Histogram of the Statement of MEM 9



*MEM 10: I group words together to study them; i.e. I relate the new word to other words from the same class, same meaning or same family.*

The results show that about 25.3% of the participants ( $N=76$ ) sometimes group words together by relating the new word to other words from the same class, same meaning or same family; moreover 27.3% of the participants ( $N=82$ ) stated they rarely group words together to study them. 18% of the participants use this technique often and 7.3% of them stated that they always group words together. In addition to these, there are 66 participants (22%) relate the new word to other words to consolidate the meaning of the word. Figure 4.28 illustrates the distribution of the perceptions of the participants.

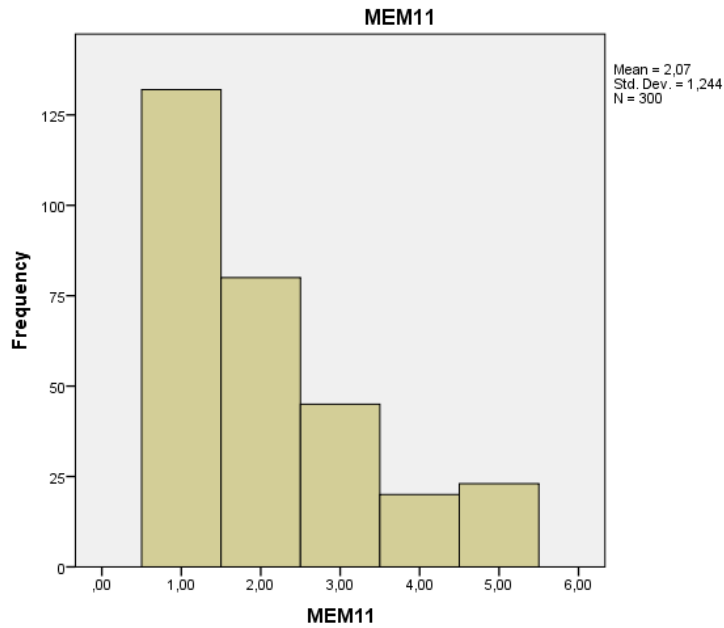
Figure 4. 28: Histogram of the Statement of MEM 10



*MEM 11: I group words together spatially on a page or notebook by forming geometrical patterns like columns, squares, triangles, circles...etc.*

The results show that about 15% of the participants ( $N=45$ ) group words together on a page or notebook by forming geometrical patterns; moreover 27% of the participants ( $N=80$ ) stated they rarely use this technique. 7% of the participants use this technique often and 8% of them stated that they always use this technique. In addition to these, there are 132 participants (44%) never group words together on a page by forming geometrical patterns like columns, squares, triangles, circles...etc in order to consolidate the meaning of words. Figure 4.29 illustrates the distribution of the perceptions of the participants.

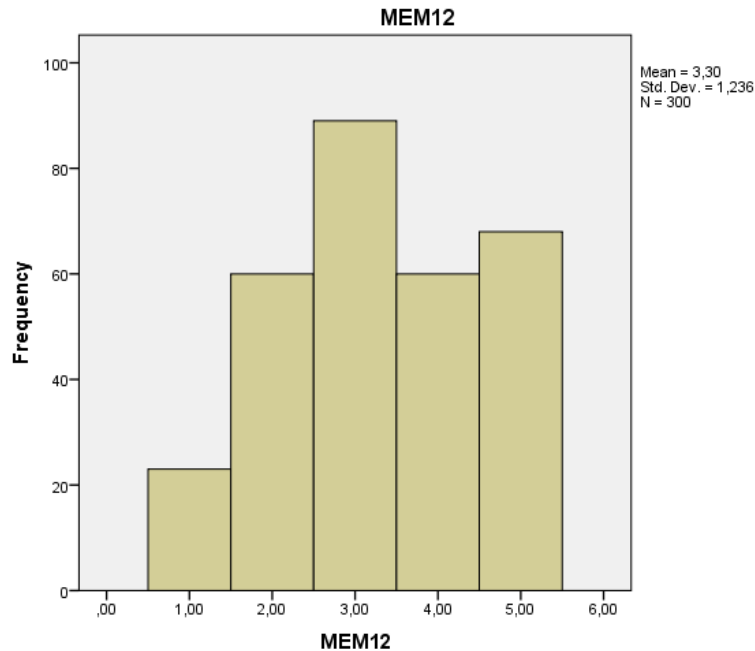
Figure 4. 29: Histogram of the Statement of MEM 11



*MEM 12: I use new words in sentences to consolidate their meaning.*

The results show that about 30% of the participants ( $N=89$ ) sometimes use new words in sentences to consolidate their meaning; moreover 20% of the participants ( $N=60$ ) stated they rarely use new words in sentences. 20% of the participants use this technique often and 23% of them stated that they always use this technique. In addition to these, there are 23 participants (8%) never use new words in sentences while consolidating the meaning of the words. Figure 4.30 illustrates the distribution of the perceptions of the participants.

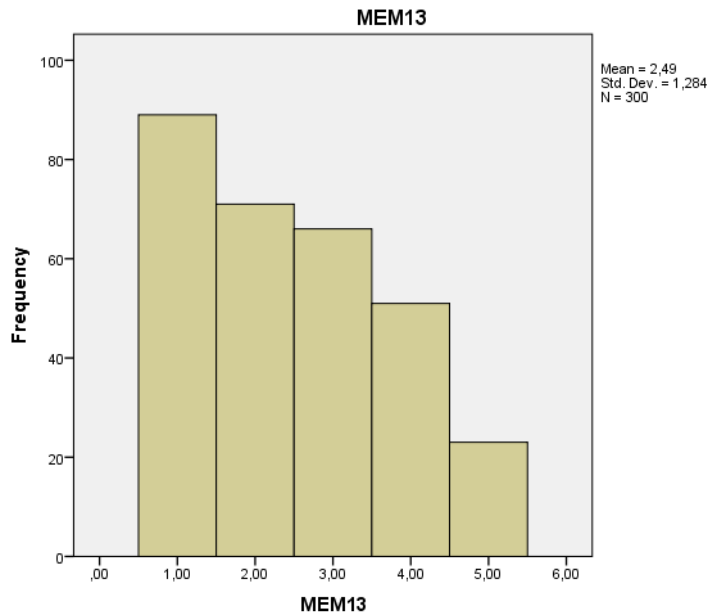
Figure 4. 30: Histogram of the Statement of MEM 12



*MEM 13: I group words together within a storyline.*

The results show that about 22% of the participants ( $N=66$ ) sometimes group words together within a storyline, i.e. “cats”, “like”, “fish”; “ice-cream”, “tastes”, “good; moreover 24% of the participants ( $N=71$ ) stated they rarely use this technique. 17% of the participants often group words together within a storyline and 8% of them stated that they always use this technique. In addition to these, there are 89 participants (30%) never group words together within a storyline to consolidate the meaning of the newly-learned words. Figure 4.31 illustrates the distribution of the perceptions of the participants.

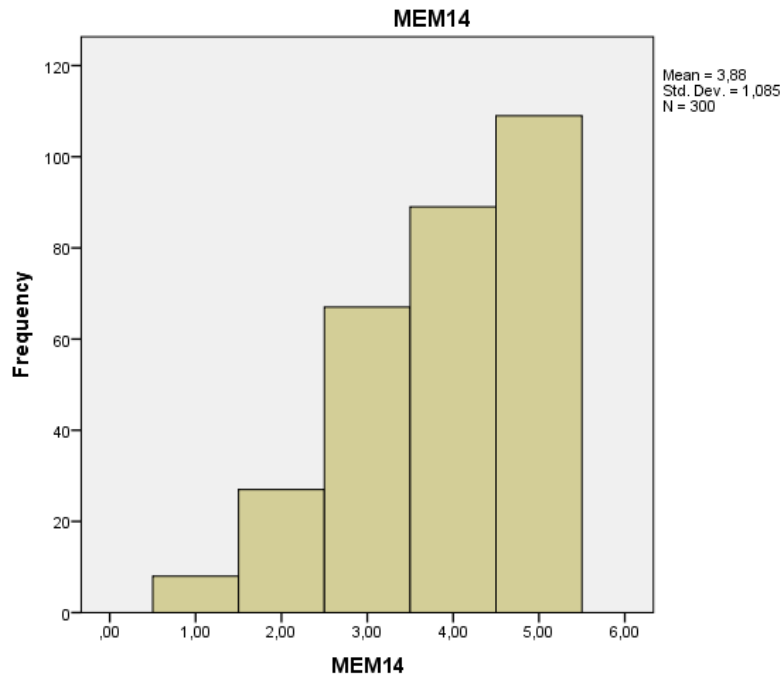
Figure 4. 31: Histogram of the Statement of MEM 13



*MEM 14: I study the spelling of a word carefully.*

The results show that about 22.3% of the participants ( $N=67$ ) sometimes study the spelling of a word carefully; moreover 9% of the participants ( $N=27$ ) stated they rarely use this technique. 30% of the participants often study the spelling of a word carefully in order to consolidate it and 36.3% of them stated that they always use this technique. In addition to these, there are 8 participants (3%) never study the spelling of a word. Figure 4.32 illustrates the distribution of the perceptions of the participants.

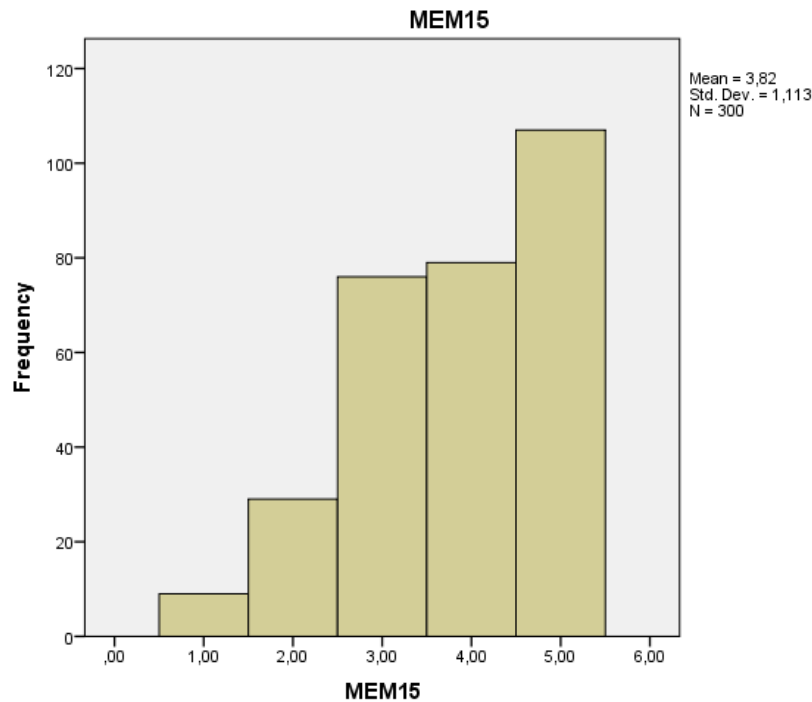
Figure 4. 32: Histogram of the Statement of MEM 14



*MEM 15: I study the sound of a word carefully.*

The results show that about 25.3% of the participants ( $N=76$ ) sometimes study the sound of a word carefully; moreover 10% of the participants ( $N=29$ ) stated they rarely use this technique. 26.3% of the participants use this technique often and 36% of them stated that they always use this technique. In addition to these, there are 9 participants (3%) never study the sound of a word. Figure 4.33 illustrates the distribution of the perceptions of the participants.

Figure 4. 33: Histogram of the Statement of MEM 15

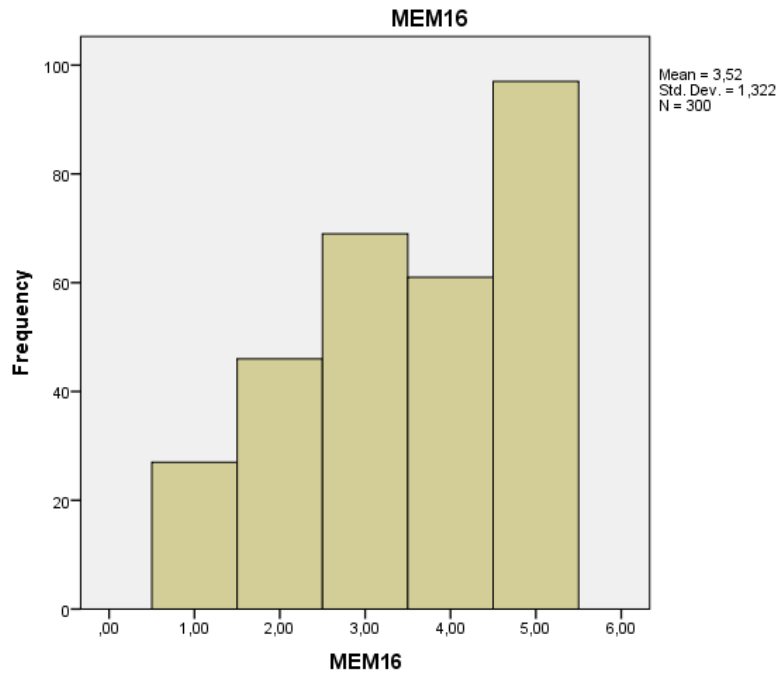


*MEM 16: I say new word aloud when studying.*

The results show that about 23% of the participants ( $N=69$ ) sometimes say new word aloud while studying; moreover 15.3% of the participants ( $N=46$ ) stated they rarely use this technique. 20.3% of the participants often say new word aloud and 32.3% of them stated that they always use this technique. In addition to these, there are 27 participants (9%) never say new word aloud when they are studying for it. Figure 4.34 illustrates the distribution of the perceptions of the participants.



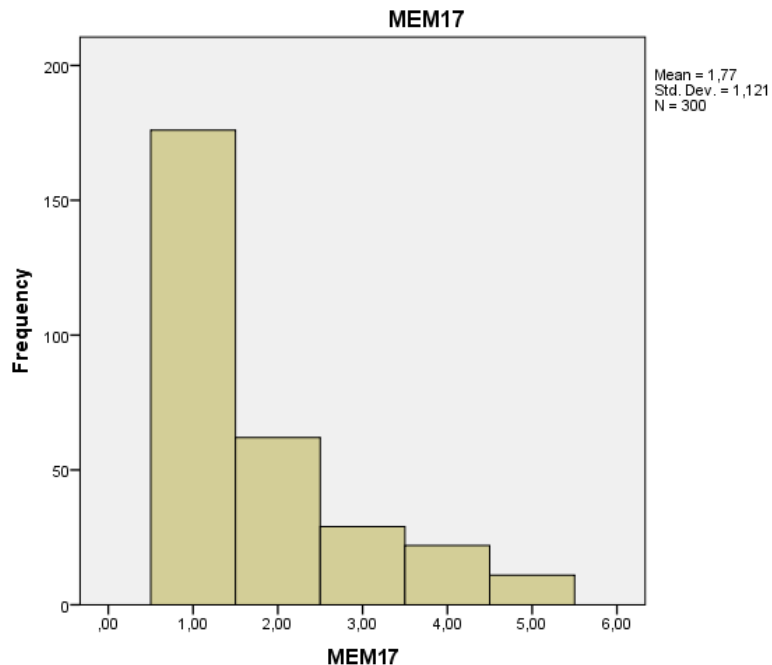
Figure 4. 34: Histogram of the Statement of MEM 16



*MEM 17: I image word form to learn it thoroughly.*

The results show that about 10% of the participants ( $N=29$ ) sometimes image word form to learn it thoroughly, for example the word “zoo” looks like the number “200”; moreover 21% of the participants ( $N=62$ ) stated they rarely use this technique. 7.3% of the participants use this technique often and 4% of them stated that they always image word form to learn it thoroughly. In addition to these, there are 176 participants (59%) never use this technique. Figure 4.35 illustrates the distribution of the perceptions of the participants.

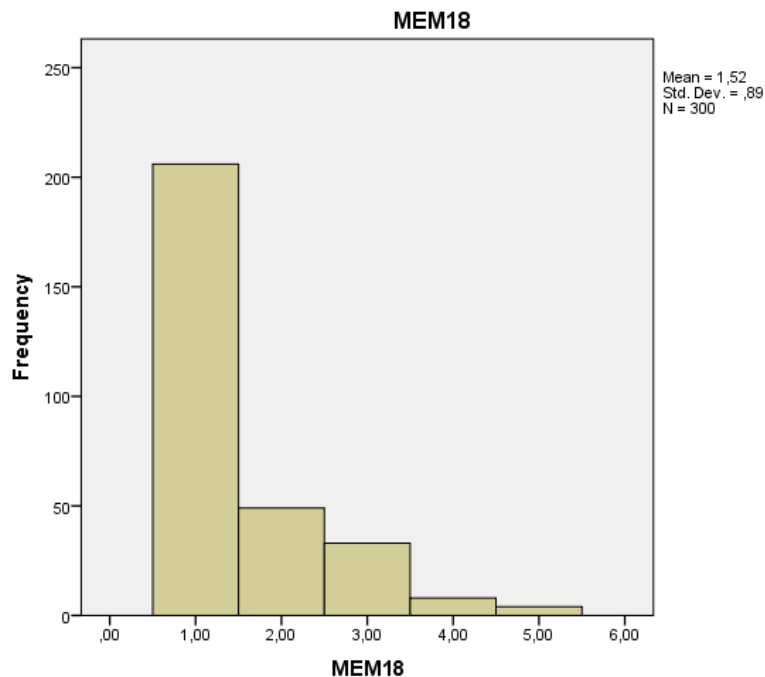
Figure 4. 35: Histogram of the Statement of MEM 17



*MEM 18: I underline initial letter of the word.*

The results show that about 11% of the participants ( $N=33$ ) sometimes underline initial letter of the word to consolidate its meaning; moreover, 16.3% of the participants ( $N=49$ ) stated they rarely use this technique. 3% of the participants often underline initial letter of the word and 1.3% of them stated that they always use this technique. In addition to these, there are 206 participants (69%) never underline initial letter of the word. Figure 4.36 illustrates the distribution of the perceptions of the participants.

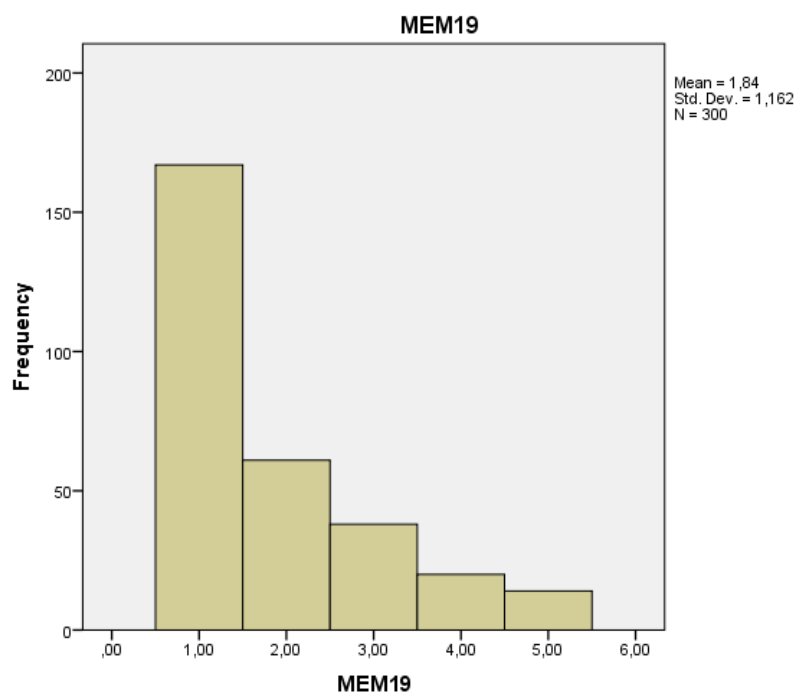
Figure 4. 36: Histogram of the Statement of MEM 18



*MEM 19: I note the form of a word and make the configuration of it.*

The results show that about 13% of the participants ( $N=38$ ) sometimes note the form of a word and make the configuration of it; moreover, 20.3% of the participants ( $N=61$ ) stated they rarely use this technique. 7% of the participants often arrange the word in parts or letters and outline the word with lines and 5% of them stated that they always use this technique. In addition to these, there are 167 participants (56%) never note the form of a word and make the configuration of it. Figure 4.37 illustrates the distribution of the perceptions of the participants.

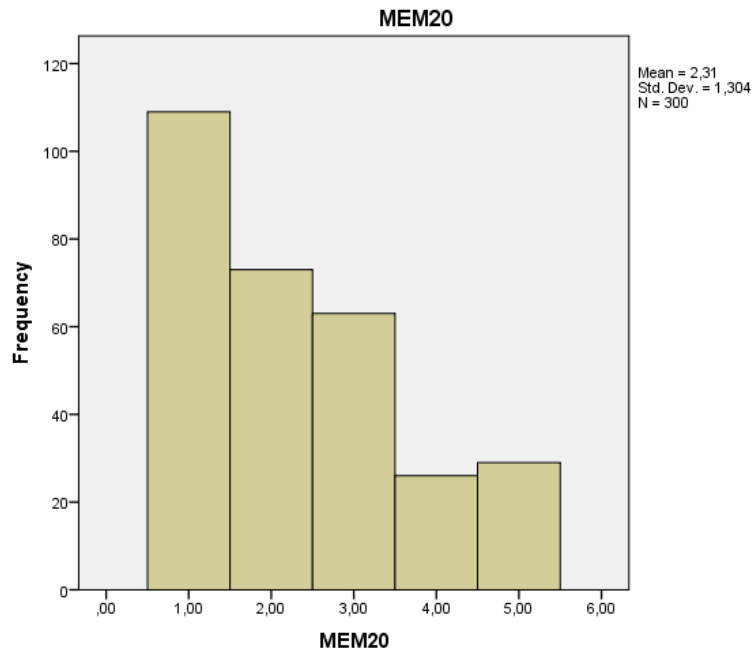
Figure 4. 37: Histogram of the Statement of MEM 19



*MEM 20: I think of a Turkish word that sounds like the new word and then think of a visual image combining the meaning of the new word and the meaning of the Turkish word.*

The results show that about 21% of the participants ( $N=63$ ) sometimes think of a Turkish word that sounds like the new word and then think of a visual image combining the meaning of the new word and the meaning of the Turkish word. For example, “children” sounds like “çıldırmaq” (Turkish, go crazy). The students imagine that someone goes crazy because of the children. Moreover 24.3% of the participants ( $N=73$ ) stated they rarely use this technique. 9% of the participants use this technique often and 10% of them stated that they always use this technique. In addition to these, there are 109 participants (36.3%) never use this technique. Figure 4.38 illustrates the distribution of the perceptions of the participants.

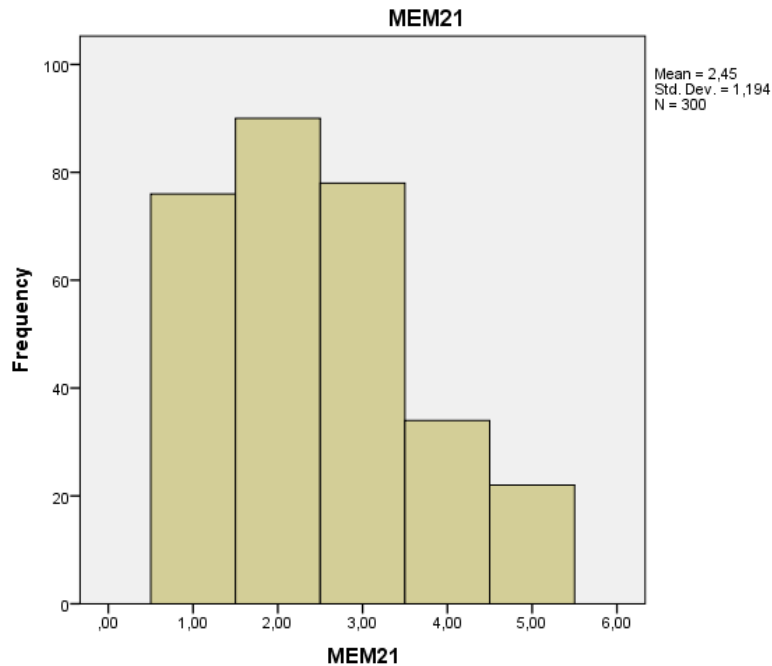
Figure 4. 38: Histogram of the Statement of MEM 20



*MEM 21: I analyze affixes and roots of the word to remember it.*

The results show that about 26% of the participants ( $N=78$ ) sometimes analyze affixes and roots of the word to remember it; moreover 30% of the participants ( $N=90$ ) stated they rarely use this technique. 11.3% of the participants use this technique often and 7.3% of them stated that they always analyze affixes and roots of the word in order to remember the meaning of it. In addition to these, there are 76 participants (25.3%) never use this technique. Figure 4.39 illustrates the distribution of the perceptions of the participants.

Figure 4. 39: Histogram of the Statement of MEM 21

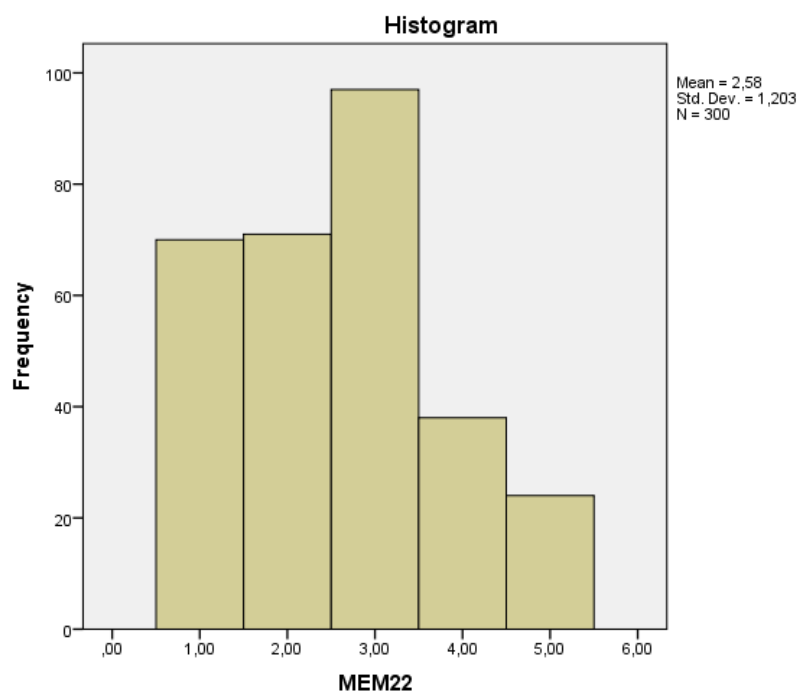


*MEM 22: I analyze part of speech of the word to remember it.*

The results show that about 32.3% of the participants ( $N=97$ ) sometimes analyze part of speech of the word (noun, verb, adjective, etc.) so as to remember it.

Moreover, 24% of the participants ( $N=71$ ) stated they rarely use this technique. 13% of the participants use this technique often and 8% of them stated that they always analyze part of speech of the word while consolidating to recall the meaning of it. In addition to these, there are 70 participants (23.3%) never use this technique. Figure 4.40 illustrates the distribution of the perceptions of the participants.

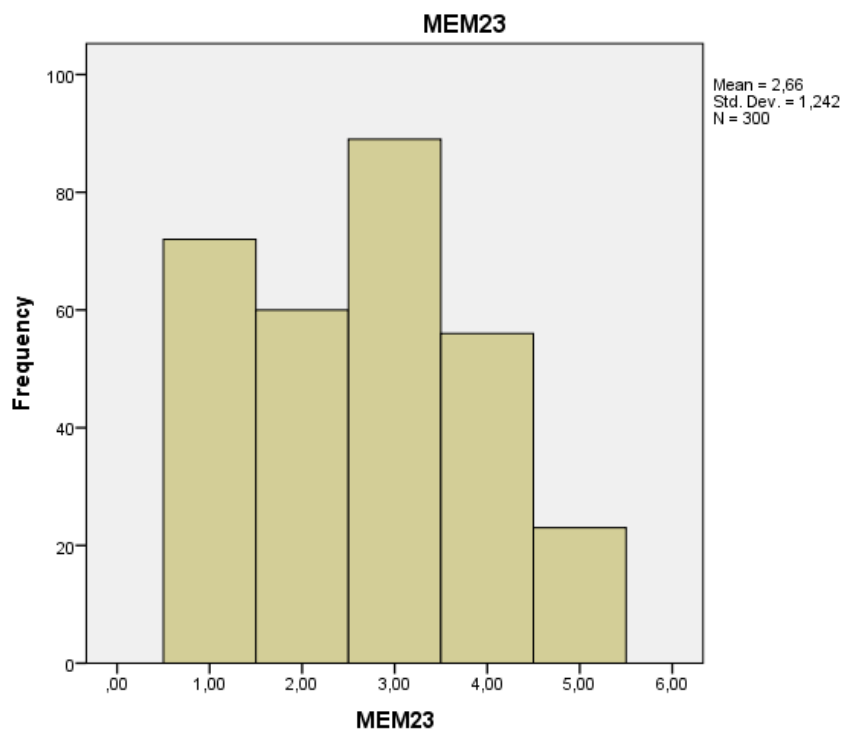
Figure 4. 40: Histogram of the Statement of MEM 22



*MEM 23: I paraphrase the word's meaning to consolidate the word.*

The results show that about 30% of the participants ( $N=89$ ) sometimes paraphrase the word's meaning to consolidate the word. For example, "aunt" can be paraphrased as "my mother's sister. Moreover, 20% of the participants ( $N=60$ ) stated they rarely use this technique. 19% of the participants often paraphrase the word's meaning and 8% of them stated that they always use this technique. In addition to these, there are 72 participants (24%) never use this paraphrasing technique while consolidating the meaning of a word. Figure 4.41 illustrates the distribution of the perceptions of the participants.

Figure 4. 41: Histogram of the Statement of MEM 23

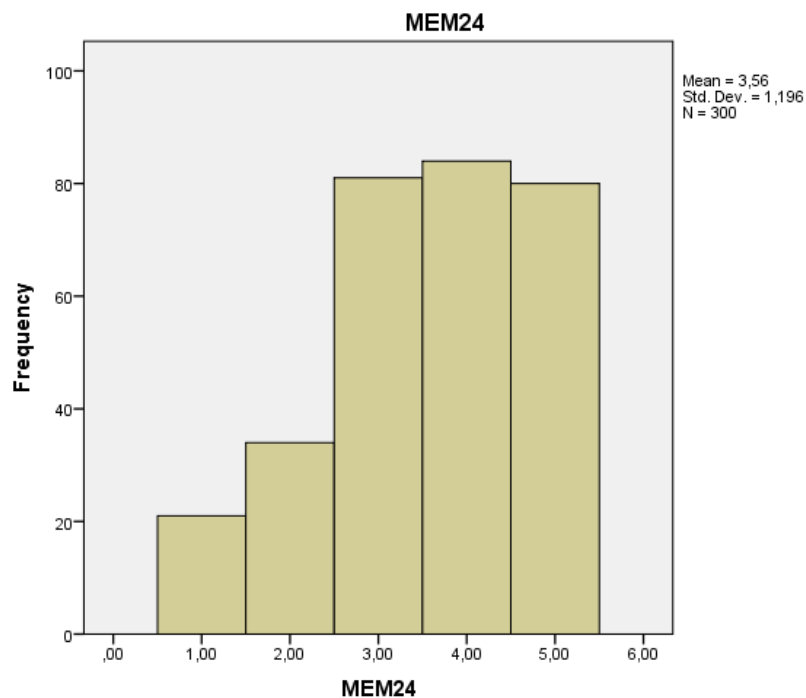


*MEM 24: I connect the word to cognates while studying.*

The results show that about 27% of the participants ( $N=81$ ) sometimes connect the word to cognates. For instance, the students connect English words of similar form and meaning in their first language, such as taxi-taksi, cousin-kuzen, cactus-kaktüs. Moreover, 11.3% of the participants ( $N=34$ ) stated they rarely use this technique. 28% of the participants often connect the word to cognates while studying and 27% of them stated that they always use this technique. In addition to these, there are 21 participants (7%) never connect the word to cognates while they are studying for it. Figure 4.42 illustrates the distribution of the perceptions of the participants.



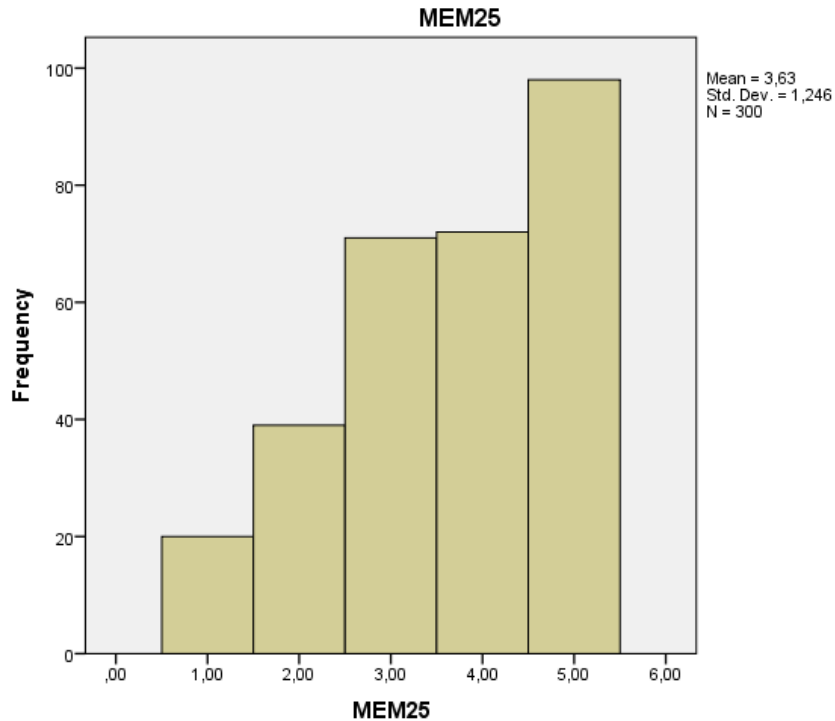
Figure 4. 42: Histogram of the Statement of MEM 24



*MEM 25: I learn the words of an idiom together as if they were just one word.*

The results show that about 24% of the participants ( $N=71$ ) sometimes learn the words of an idiom together. For instance, the students memorize the idiom “in the afternoon” when learning “afternoon” or “at the weekend” when learning “weekend”. Moreover, 13% of the participants ( $N=39$ ) stated they rarely use this technique. 24% of the participants often learn the words of an idiom together as if they were just one word and 33% of them stated that they always use this technique. In addition to these, there are 20 participants (7%) never learn the words of an idiom together as if they were just one word. Figure 4.43 illustrates the distribution of the perceptions of the participants.

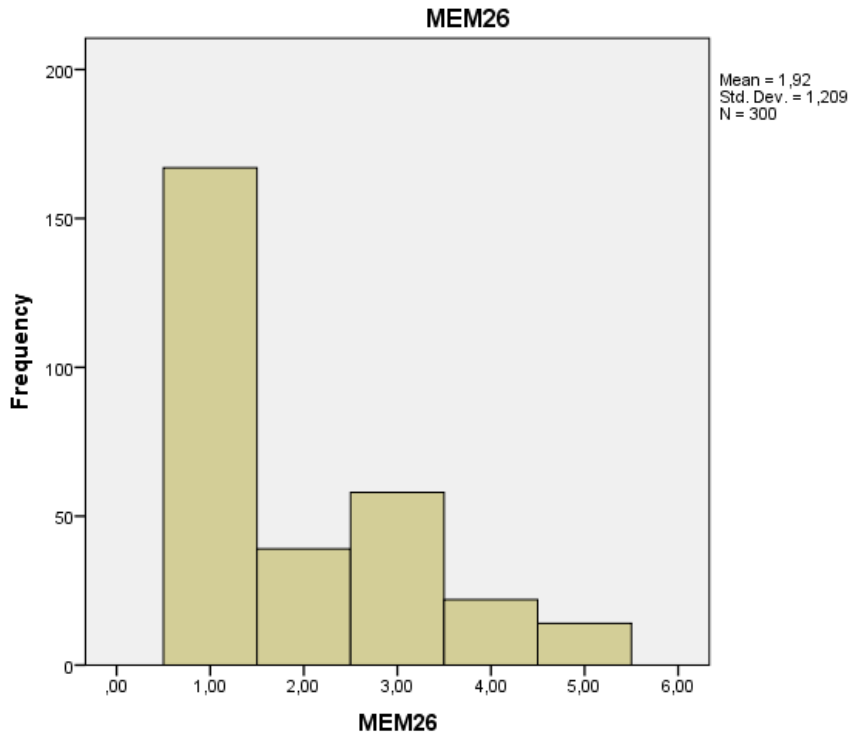
Figure 4. 43: Histogram of the Statement of MEM 25



*MEM 26: I use physical action to learn a new word.*

The results show that about 19.3% of the participants ( $N=58$ ) sometimes use physical action to learn a new word. For example, when the students learn the word “cry”, they do the action of crying. Moreover, 13% of the participants ( $N=39$ ) stated they rarely use this technique. 7.3% of the participants often use physical action in order to learn a new word and 5% of them stated that they always use this technique. In addition to these, there are 167 participants (56%) never use this technique. Figure 4.44 illustrates the distribution of the perceptions of the participants.

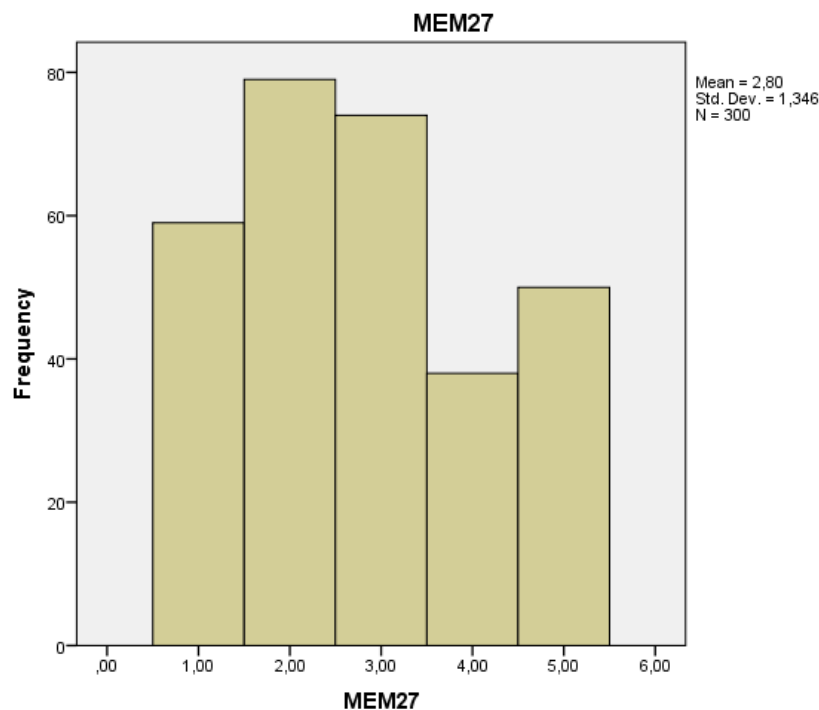
Figure 4. 44: Histogram of the Statement of MEM 26



*MEM 27: I use semantic grids.*

The results show that about 25% of the participants ( $N=74$ ) sometimes use semantic grids. For instance, the students associate “car”, “train”, “plane” with “transportation” or “cat”, “dog”, “bird” with “pets”. Moreover, 26.3% of the participants ( $N=79$ ) stated they rarely use this technique. 13% of the participants use this technique often and 17% of them stated that they always use semantic grids to consolidate the meaning of the words. In addition to these, there are 59 participants (20%) never use this technique. Figure 4.45 illustrates the distribution of the perceptions of the participants.

Figure 4. 45: Histogram of the Statement of MEM 27



#### 4.3.1.5. Analysis of the Strategy of Cognitive

The Strategy of Cognitive has nine items. The distribution of the opinions of the students were summarized in Table 4.6.

The descriptive results show that the students stated that they almost often take notes related to the new word during the lesson ( $M = 3.82$ ,  $SD = 1.20$ ). They also mentioned that they rarely write the names of the objects in English on them in order to memorize ( $M = 1.84$ ,  $SD = 1.08$ ). Table 4.6 illustrates the average values of each item of the strategy of Cognitive.

*Table 4. 6: The distribution of the opinions of the students related to Cognitive Strategy*

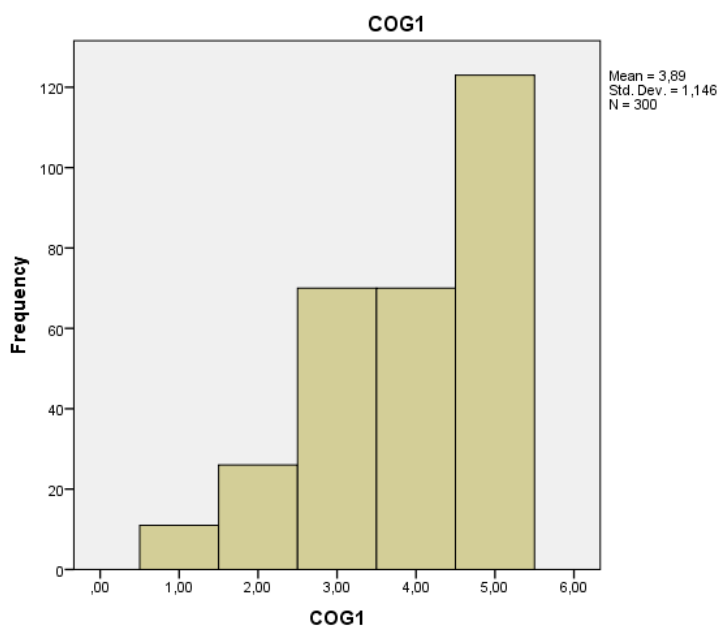
Item		N	%	Mean	Std. Deviation
COG 1: I repeat the word verbally.	never	11	3.7	3.89	1.14
	rarely	26	8.7		
	sometimes	70	23.3		
	often	70	23.3		
	always	123	41		
COG 2: I write the word several times.	never	38	12.7	3.27	1.31
	rarely	44	14.7		
	sometimes	89	29.7		
	often	58	19.3		
	always	71	23.7		
COG 3: I use wordlists and revise them to consolidate their meaning.	never	38	12.7	3.40	1.37
	rarely	39	13		
	sometimes	81	27		
	often	49	16.3		
	always	93	31		
COG 4: I use flash cards with the representation of the word to consolidate meaning.	never	122	40.7	2.13	1.16
	rarely	69	23		
	sometimes	68	22.7		
	often	30	10		
	always	11	3.7		
COG 5: I take notes about the word in class.	never	18	6		
	rarely	26	8.7		

	sometimes	62	20.7	3.82	1.20
	often	80	26.7		
	always	114	38		
<hr/>					
	never	17	5.7		
	rarely	40	13.3		
COG 6: I revise the vocabulary section in my textbook.	sometimes	81	27	3.59	1.20
	often	73	24.3		
	always	89	29.7		
<hr/>					
	never	121	40.3		
	rarely	68	22.7		
COG 7: I listen to tapes of word lists.	sometimes	74	24.7	2.13	1.16
	often	23	7.7		
	always	14	4.7		
<hr/>					
	never	157	52.3		
	rarely	67	22.3		
COG 8: I put English labels on physical objects to enhance memory of a word.	sometimes	52	17.3	1.84	1.08
	often	14	4.7		
	always	10	3.3		
<hr/>					
	never	43	14.3		
	rarely	41	13.7		
COG 9: I keep a vocabulary notebook.	sometimes	54	18	3.51	1.48
	often	42	14		
	always	120	40		
<hr/>					

*COG 1: I repeat the word verbally.*

The results show that about 23.3% of the participants ( $N=70$ ) sometimes repeat the word verbally; moreover 9% of the participants ( $N=26$ ) stated they rarely use this technique. 23.3% of the participants often repeat the word verbally and 41% of them stated that they always use this technique. In addition to these there are 11 participants (4%) never make repetition verbally. Figure 4.46 illustrates the distribution of the perceptions of the participants.

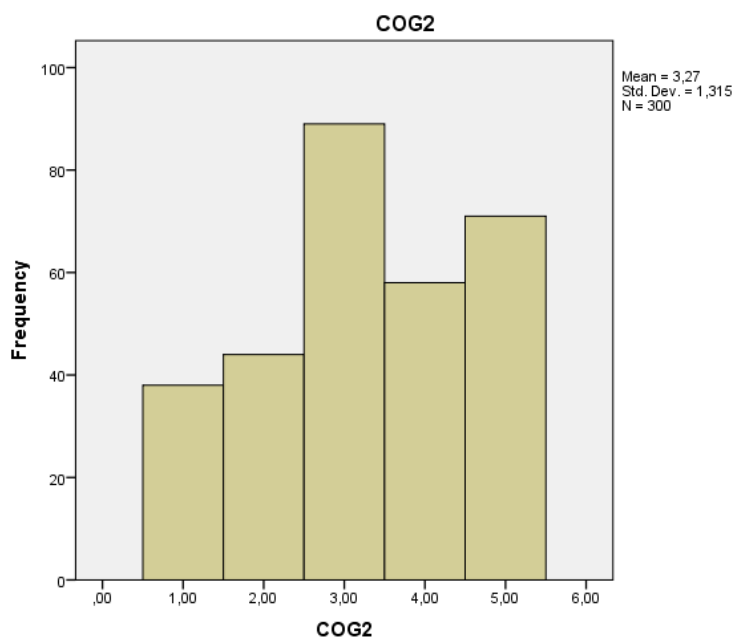
*Figure 4. 46: Histogram of the Statement of COG 1*



*COG 2: I write the word several times.*

The results show that about 30% of the participants ( $N=89$ ) sometimes write the word many times; moreover 15% of the participants ( $N=44$ ) stated they rarely write the word repeatedly to consolidate. 19.3% of the participants use this technique often and 24% of them stated that they always use this technique. In addition to these, there are 38 participants (13%) never write the word several times. Figure 4.47 illustrates the distribution of the perceptions of the participants.

Figure 4. 47: Histogram of the Statement of COG 2

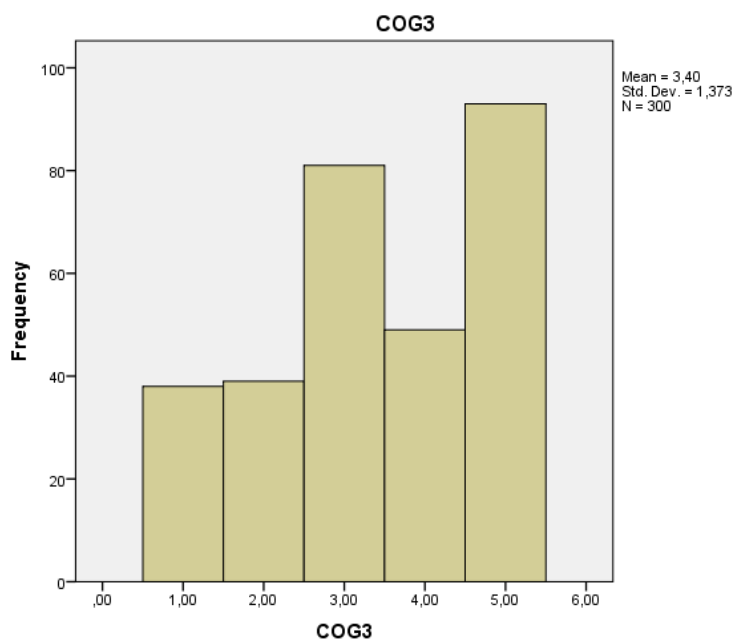


*COG 3: I use wordlists and revise them to consolidate their meaning.*

The results show that about 27% of the participants ( $N=81$ ) sometimes use wordlists and revise them; moreover 13% of the participants ( $N=39$ ) stated they rarely use wordlists and revise them in order to consolidate their meaning. 16.3% of the participants use this technique often and 31% of them stated that they always use this technique. In addition to these, there are 38 participants (12.7%) never use wordlists. Figure 4.48 illustrates the distribution of the perceptions of the participants.



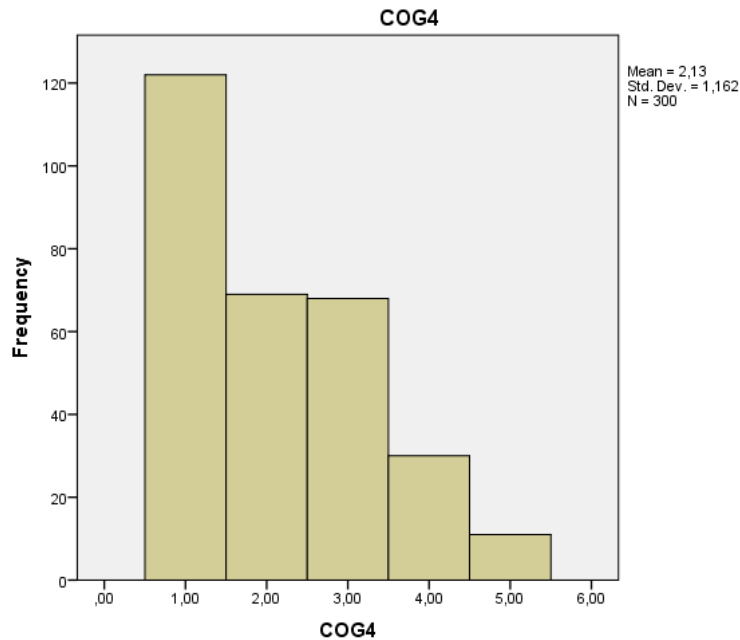
Figure 4. 48: Histogram of the Statement of COG 3



*COG 4: I use flash cards with the representation of the word to consolidate meaning.*

The results show that about 23% of the participants ( $N=68$ ) sometimes use flash cards; moreover 23% of the participants ( $N=69$ ) stated they rarely use flash cards with the representation of the word to consolidate meaning. 10% of the participants use this technique often and 4% of them stated that they always use this technique. In addition to these, there are 122 participants (41%) never use flash cards. Figure 4.49 illustrates the distribution of the perceptions of the participants.

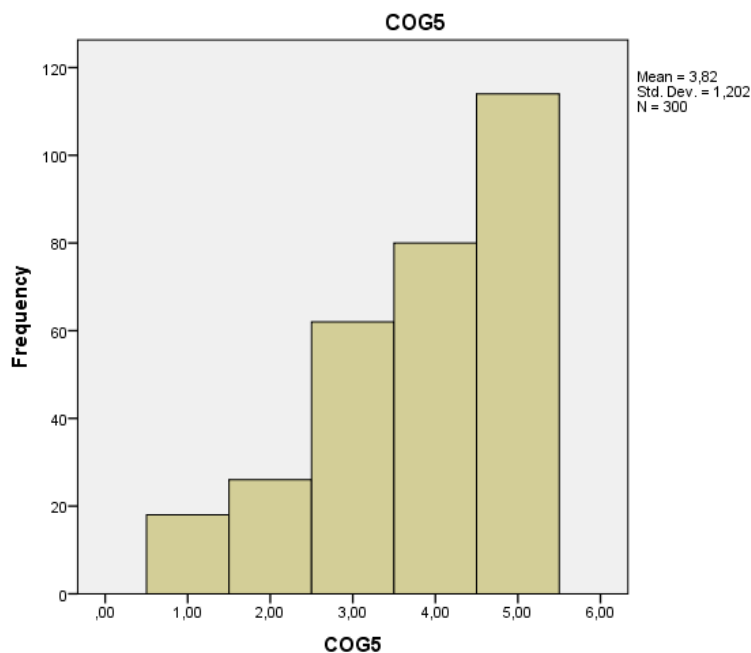
Figure 4. 49: Histogram of the Statement of COG 4



*COG 5: I take notes about the word in class.*

The results show that about 21% of the participants ( $N=62$ ) sometimes take notes about the word in class; moreover 9% of the participants ( $N=26$ ) stated they rarely use this technique. 27% of the participants often take notes about the word and 38% of them stated that they always use this technique. In addition to these, there are 18 participants (6%) never take notes about the word in class to consolidate the meaning of a word. Figure 4.50 illustrates the distribution of the perceptions of the participants.

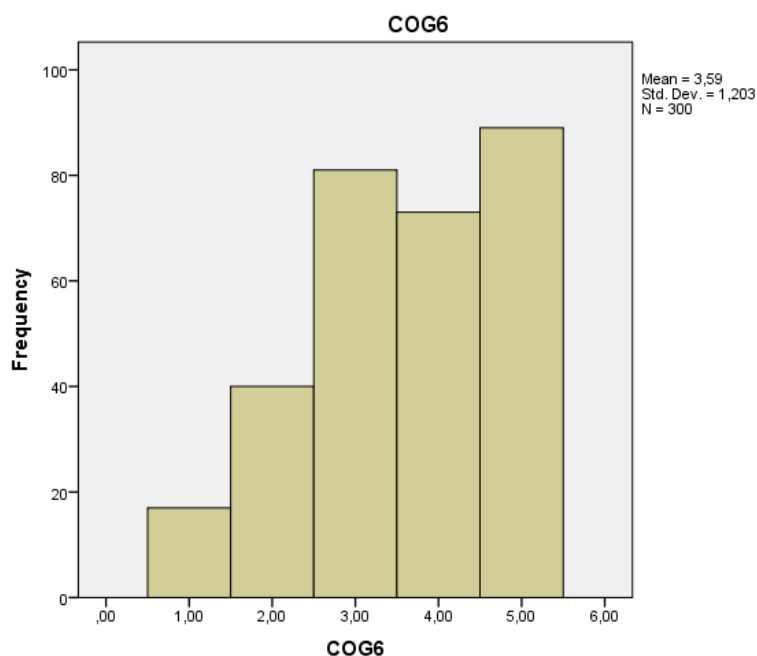
Figure 4. 50: Histogram of the Statement of COG 5



*COG 6: I revise the vocabulary section in my textbook.*

The results show that about 27% of the participants ( $N=81$ ) sometimes revise the vocabulary section in their textbook; moreover 13.3% of the participants ( $N=40$ ) stated they rarely use this technique. 24.3% of the participants often revise the vocabulary presented in their textbook and 30% of them stated that they always use this technique. In addition to these, there are 17 participants (6%) never revise the vocabulary section in their textbook in order to consolidate the meaning of words. Figure 4.51 illustrates the distribution of the perceptions of the participants.

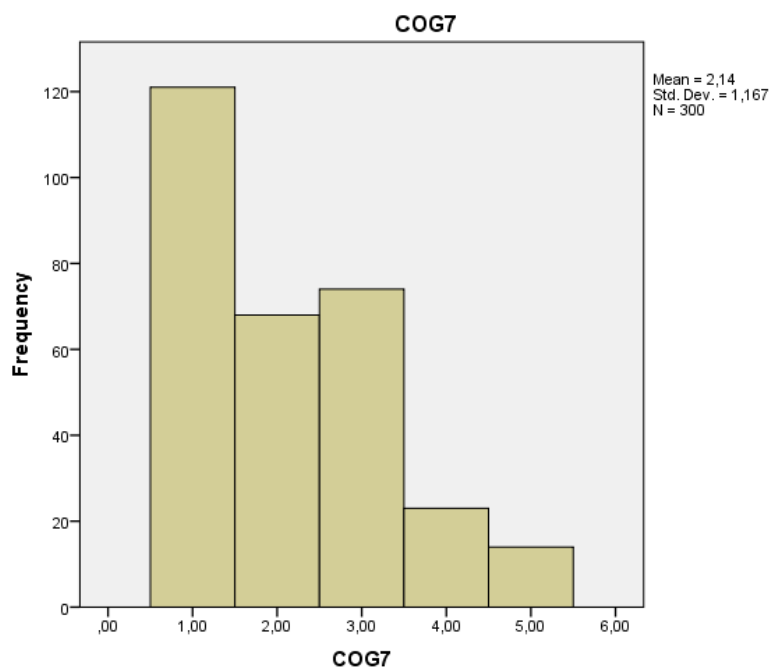
Figure 4. 51: Histogram of the Statement of COG 6



*COG 7: I listen to tapes of word lists.*

The results show that about 25% of the participants ( $N=74$ ) sometimes listen to tapes of word lists; moreover 23% of the participants ( $N=68$ ) stated they rarely use this technique. 8% of the participants often listen to tapes of word lists to consolidate the meaning of words and 5% of them stated that they always use this technique. In addition to these, there are 121 participants (40.3%) never do any listening activity to support their vocabulary learning. Figure 4.52 illustrates the distribution of the perceptions of the participants.

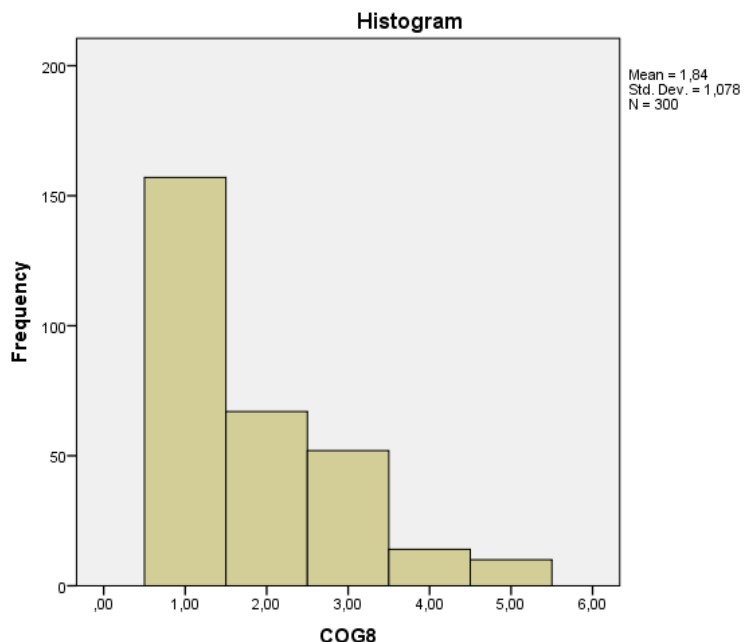
Figure 4. 52: Histogram of the Statement of COG 7



*COG 8: I put English labels on physical objects to enhance memory of a word.*

The results show that about 17.3% of the participants ( $N=52$ ) sometimes put English labels on physical objects. For example, the students would put the label “door” on the door to remember the word easily. Moreover, 22.3% of the participants ( $N=67$ ) stated they rarely use this technique. 5% of the participants often put English labels on physical objects to enhance memory of a word and 3.3% of them stated that they always put English labels on physical objects. In addition to these, there are 157 participants (52.3%) never use this technique. Figure 4.53 illustrates the distribution of the perceptions of the participants.

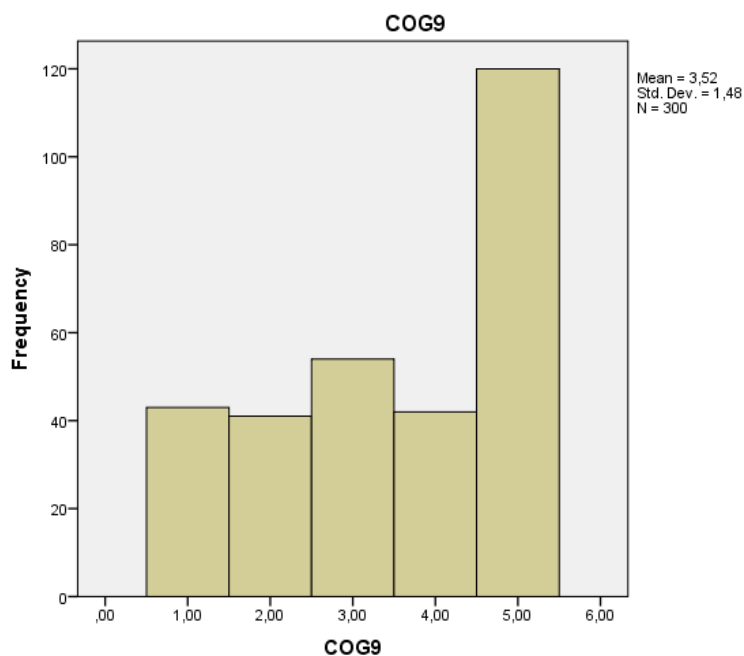
Figure 4. 53: Histogram of the Statement of COG 8



*COG 9: I keep a vocabulary notebook.*

The results show that about 18% of the participants ( $N=54$ ) sometimes keep a vocabulary notebook; moreover 14% of the participants ( $N=41$ ) stated they rarely use this technique. 14% of the participants often keep a vocabulary notebook and 40% of them stated that they always use this technique. In addition to these, there are 43 participants (14.3%) never keep a vocabulary notebook in order to remember the previously-learned vocabulary. Figure 4.54 illustrates the distribution of the perceptions of the participants.

Figure 4. 54: Histogram of the Statement of COG 9



#### 4.3.1.6. Analysis of the Strategy of Metacognitive

The Strategy of Metacognitive has five items. The distribution of the opinions of the students were summarized in Table 4.7.

The descriptive results show that the students stated that they often benefit English-language media such as videos, films and songs ( $M = 3.93$ ,  $SD = 1.17$ ). They also stated that they rarely continue without learning the meaning of the new word ( $M = 1.92$ ,  $SD = 1.12$ ). Table 4.7 illustrates the average values of each item of the strategy of Metacognitive.

*Table 4. 7: The distribution of the opinions of the students related to Metacognitive Strategy*

<b>Item</b>		<b>N</b>	<b>%</b>	<b>Mean</b>	<b>Std. Deviation</b>
	never	9	3		
	rarely	32	10.7		
MET 1: I use English-language media (songs, movies, newscasts, etc.)	sometimes	67	22.3	3.93	1.17
	often	56	18.7		
	always	136	45.3		
	never	100	33.3		
	rarely	66	22		
MET 2: I test myself with word tests.	sometimes	61	20.3	2.46	1.34
	often	43	14.3		
	always	30	10		
	never	27	9		
	rarely	59	19.7		
MET 3: I use spaced word practice to revise vocabulary.	sometimes	83	27.7	3.31	1.29
	often	55	18.3		
	always	76	25.3		
	never	150	50		
	rarely	60	20		
MET 4: I skip or pass the new word.	sometimes	63	21	1.92	1.12
	often	17	5.7		
	always	10	3.3		
	never	20	6.7		
MET 5: I continue to study word over time.	rarely	57	19		



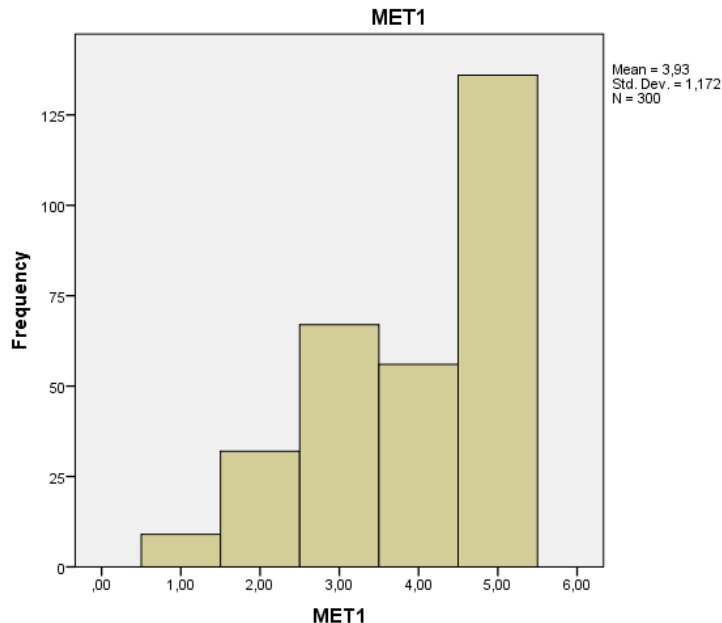
sometimes	86	28.7	3.34	1.19
often	74	24.7		
always	63	21		

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*MET 1: I use English-language media (songs, movies, newscasts, etc.)*

The results show that about 22.3% of the participants ( $N=67$ ) sometimes use English-language media; moreover 11% of the participants ( $N=32$ ) stated they rarely use this technique. 19% of the participants often use English-language media (songs, movies, newscasts, etc.) and 45% of them stated that they always use this technique. In addition to these there are 9 participants (3%) never use English-language media to consolidate meaning. Figure 4.55 illustrates the distribution of the perceptions of the participants.

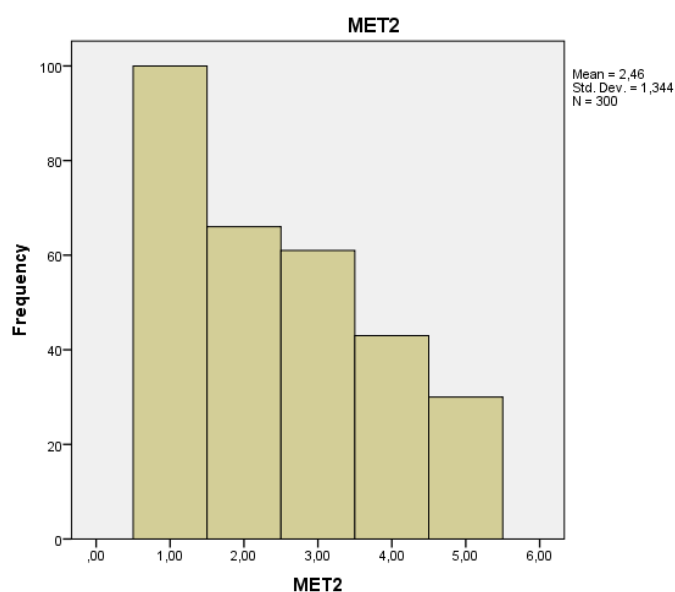
*Figure 4. 55: Histogram of the Statement of MET 1*



*MET 2: I test myself with word tests.*

The results show that about 20.3 % of the participants ( $N=61$ ) sometimes test themselves with word tests; moreover 22% of the participants ( $N=66$ ) stated they rarely use this technique. 14.3% of the participants often test themselves with word tests and 10% of them stated that they always use this technique. In addition to these, there are 100 participants (33.3%) never test themselves with word tests in order to consolidate the meaning of previously-learned words. Figure 4.56 illustrates the distribution of the perceptions of the participants.

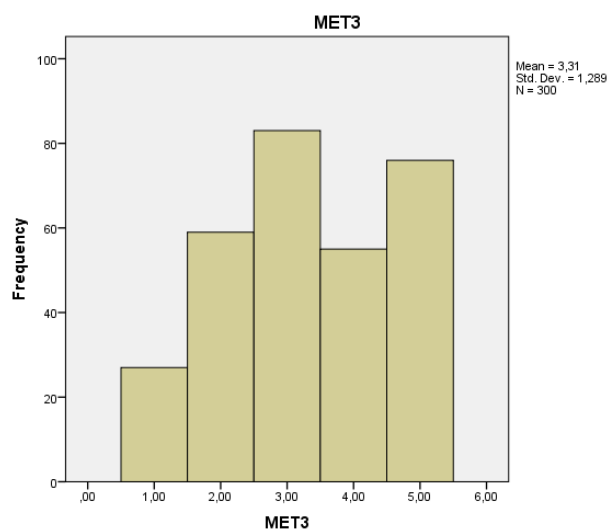
*Figure 4. 56: Histogram of the Statement of MET 2*



*MET 3: I use spaced word practice to revise vocabulary.*

The results show that about 28% of the participants ( $N=83$ ) sometimes use spaced word practice to revise vocabulary. In other words, they review words that they have learned in regular interval to enhance memorization. Moreover, 20% of the participants ( $N=59$ ) stated they rarely use this technique. 18.3% of the participants often review the words they have learned in regular interval and 25.3% of them stated that they always use this technique. In addition to these, there are 27 participants (9%) never use spaced word practice to revise vocabulary. Figure 4.57 illustrates the distribution of the perceptions of the participants.

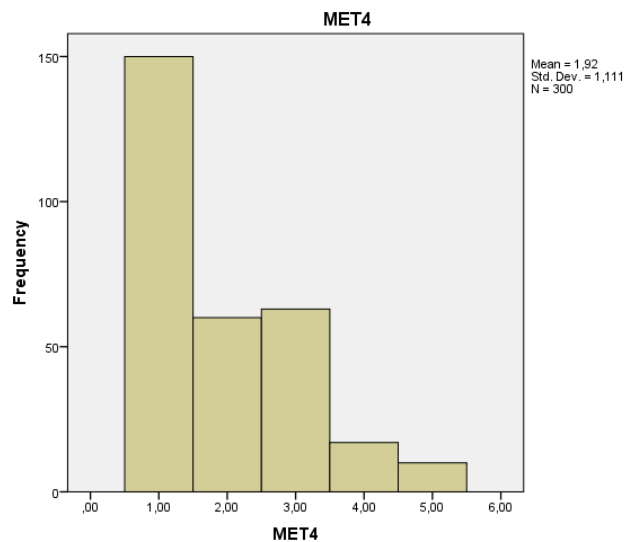
Figure 4. 57: Histogram of the Statement of MET 3



*MET 4: I skip or pass the new word.*

The results show that about 21% of the participants ( $N=63$ ) sometimes skip or pass the new word; moreover 20% of the participants ( $N=60$ ) stated they rarely use this technique. 6% of the participants often skip the new word and 3.3% of them stated that they always use this technique. In addition to these, there are 150 participants (50%) never pass the new word. Figure 4.58 illustrates the distribution of the perceptions of the participants.

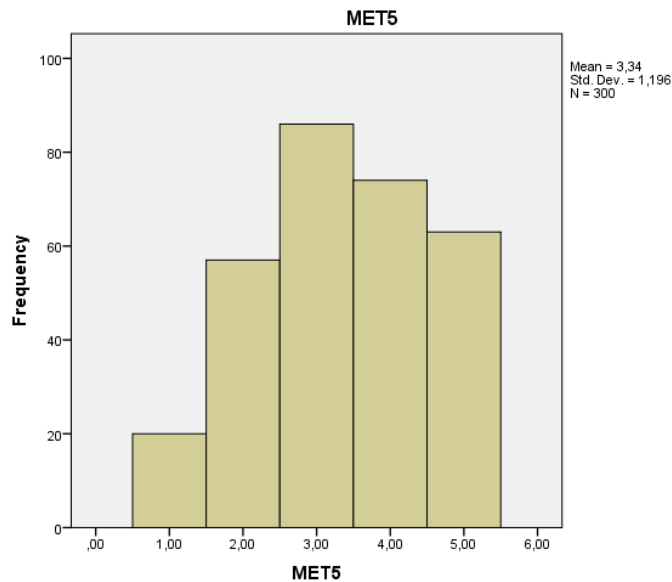
Figure 4. 58: Histogram of the Statement of MET 4



*MET 5: I continue to study word over time.*

The results show that about 29% of the participants ( $N=86$ ) sometimes continue to study word over time; moreover 19% of the participants ( $N=57$ ) stated they rarely use this technique. 25% of the participants often continue to study word over time to consolidate meaning and 21% of them stated that they always use this technique. In addition to these, there are 20 participants (7%) never go on studying the words over time in order to consolidate their meaning. Figure 4.59 illustrates the distribution of the perceptions of the participants.

*Figure 4. 59: Histogram of the Statement of MET 5*



#### 4.4. Analysis of the Research Questions

**4.4.1. Research Question 1:** What types of vocabulary learning strategies do Ufuk University undergraduate students employ for their vocabulary learning?

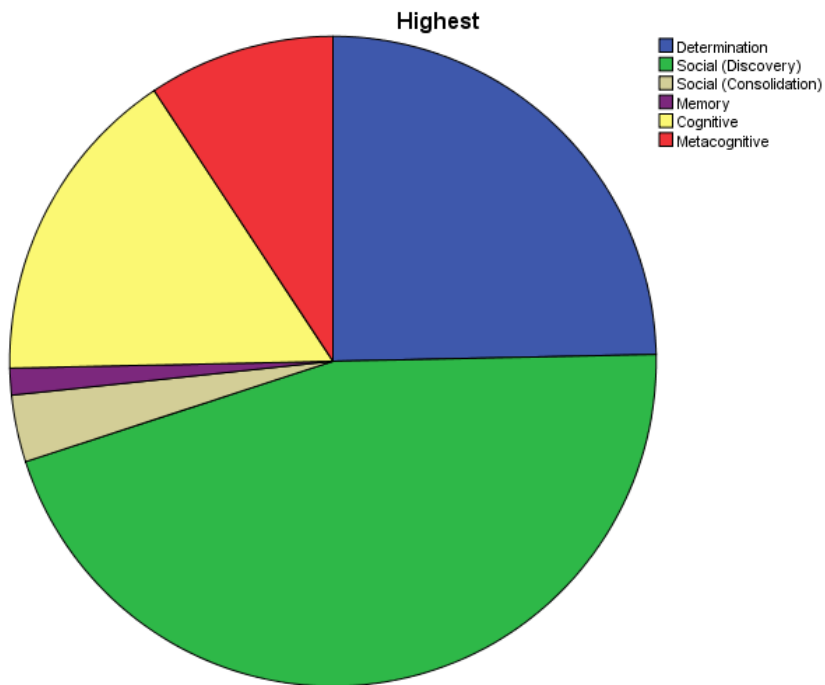
As it was mentioned before the first research question has two sub questions as (a) out of 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive), “which one of them is most frequently used by the preparatory class students at Ufuk University in English vocabulary learning?” and (b) out of 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive) “which one of them is least frequently used by the preparatory class students at Ufuk University in English vocabulary learning?”.

In the light of these questions the results show that Social (Discovery) is the most frequently used strategy by the preparatory class students at Ufuk University in English vocabulary learning. There are 136 participants (45.3%) who used this strategy. Determination is the second strategy that is used by the students (N = 74, 24.7%). 16 % of the participants (N=48) used the Cognitive strategy in the third place. The least frequently used strategy by the preparatory class students at Ufuk University in English vocabulary learning is Memory. There are only four participants (1.3%) stated that they used this strategy. Table 4.8 summarizes the frequencies and percentages of the using of each 6 categories. Moreover, Figure 4.60 illustrates the distribution of the 6 categories.

*Table 4. 8: Frequency Distribution of the Strategies*

Categories	Frequency	Percent
Determination	74	24.7
Social (Discovery)	136	45.3
Social (Consolidation)	10	3.3
Memory	4	1.3
Cognitive	48	16
Metacognitive	28	9.3
Total	300	100

*Figure 4. 60: The Distribution of the 6 Categories*



**4.4.2. Research Question 2:** Which vocabulary learning strategies are most frequently used by the preparatory class students at Ufuk University in English vocabulary learning?

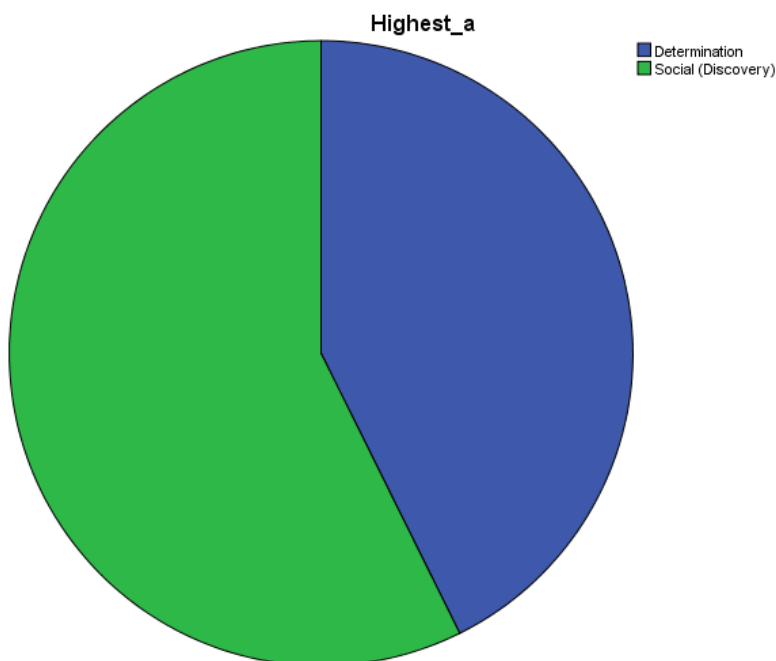
The second research question has two sub questions as (a) “what are some of the most commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word?” and (b) “what are some of the most commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered?”.

In the light of these questions the results show that Social (Discovery) is the most frequently used strategy by the preparatory class students at Ufuk University to discover the meaning of a new word. There are 172 participants (57.3%) who used this strategy. Figure 4.61 illustrates the percentages of these 2 categories to discover the meaning of a new word. In order to consolidate a word once it has been encountered, the results show that Cognitive Strategy is the most commonly used Vocabulary Learning Strategies. There are 133 participants (44.3%) used this strategy out of 4 categories. Table 4.9 summarizes the distribution of the four categories in Vocabulary Learning Strategies in order to consolidate a word once it has been encountered.

*Table 4. 9: The distribution of the four categories*

	Frequency	Percent
Social (Consolidation)	32	10.7
Memory	38	12.7
Cognitive	133	44.3
Metacognitive	97	32.3
Total	300	100

*Figure 4. 61: The Distribution of the 2 Categories*



**4.4.3. Research Question 3:** Which vocabulary learning strategies are least frequently used by the preparatory class students at Ufuk University in English vocabulary learning?

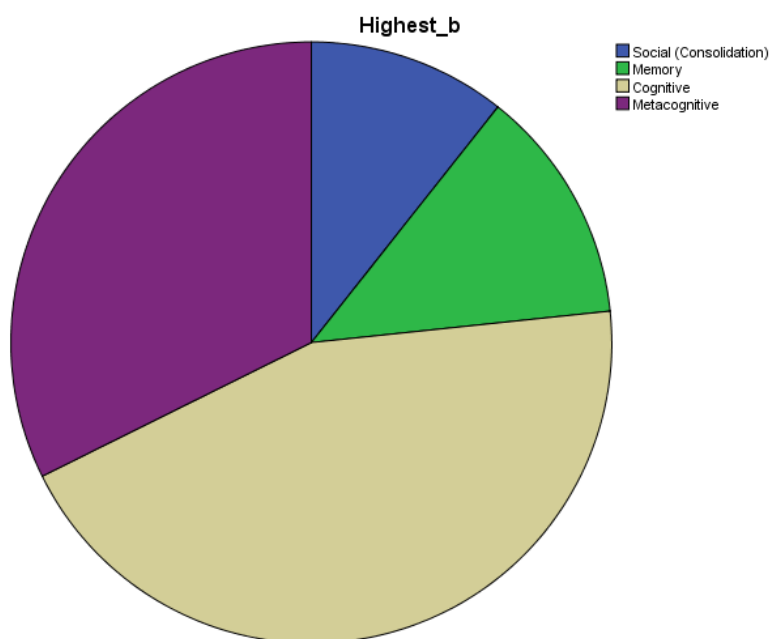
The third research question has two sub questions as (a) “what are some of the least commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word?” and (b) “what are some of the least commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered?”.

In the light of these questions the results show that Determination is the least frequently used strategy by the preparatory class students at Ufuk University to discover the meaning of a new word. This category used by 128 students, 42.7% of them (see Figure 4.62). In order to consolidate a word once it has been encountered, the results show that Social (Consolidation)



Strategy is the least commonly used Vocabulary Learning Strategies. There are 32 participants (10.7%) used this strategy out of 4 categories (see Table 4.9). Figure 4.60 illustrates the distribution of the four categories in Vocabulary Learning Strategies in order to consolidate a word once it has been encountered.

*Figure 4. 62: The distribution of the four categories in Vocabulary Learning Strategies in order to consolidate a word*



#### 4.5. Student Interviews

In order to gather data in the present study, the researcher employed not only a questionnaire but also semi-structured face-to-face interviews. Both quantitative and qualitative analyses of the current study are presented in this chapter. First part of the chapter presents the analysis of the quantitative data whereas second part of the chapter gives the analysis of the interview questions for students.

Student oral interviews employed in the second phase for data collection under the current investigation were the one-to-one semi-structured interviews. They were conducted with 10 Ufuk University Preparatory School students on December 25<sup>th</sup>, 2015. The primary purpose of the student interviews at this stage was to investigate their ideas on the importance of vocabulary learning strategies as well as to reveal the vocabulary learning strategies the students use so as to discover and remember the meaning of the vocabulary items. The interview questions were mainly posed to ask them about how vocabulary plays a significant role in learning or improving their English language skills, what VLSs they made use of in order to learn vocabulary items, and how they solved the problems of vocabulary learning both when in and outside the classroom. The content of the interview questions partly emerged from the related literature review, and partly from the researcher's questionnaire on VLSs. What follow are a summary of sample interview questions:

Q1: an investigation of each interviewee's opinion how important vocabulary learning is in the language learning process and the reason why they think it is important.

Q2: an investigation of each interviewee as to what vocabulary learning strategies he/she employs to discover the meanings of new English vocabulary items.

Q3: an investigation of each interviewee as to what vocabulary learning strategies he/she uses to remember the meaning of previously-learned English vocabulary items.

The researcher had already determined ten students, representatives of the students who would be the research population in the second phase of data collection; therefore, it was not difficult for the researcher to make appointments with these students before the interview process started.

The interview process was explained in detail to these ten participants and they were informed what the researcher's purposes were. Some of the students appeared to be worried since they thought that they would be interviewed in English. Therefore, the researcher reassured them that the language used for the interview was Turkish.

Moreover, a good interviewer ought to take into account some other fundamental points, which involve setting a non-threatening atmosphere and forming a good relationship between the interviewer and the interviewees. Denscombe (2003: 179) states that setting a relaxed atmosphere where the students feel free to express their ideas on the topic is necessary. Denscombe's (2003) suggestion seemed to be very helpful because the students reported that they trusted the researcher and felt more confident and less anxious when they were being interviewed under a relaxed atmosphere. In addition, the researcher also followed Robson's (1993: 274) advice throughout the interview process in that the researcher should listen to the student more than speak; should put questions in a straightforward and clear way to the students; should avoid cues that cause interviewees to respond in a particular way; should look satisfied with responses; and should make interviewees feel that they were understandable.

As a whole, everything was smooth for arranging an appointment and carrying out the interviews as the students were cooperative. After the interview process had been completed, the next step was to transcribe each interview recording, and then to translate each from Turkish to English. The last process was to analyze the data gathered after translation to discover vocabulary learning strategies reported to be used by these Ufuk University Preparatory School students.

#### **4.6. Qualitative Analysis (Interview Data)**

The researcher administered semi-structured face-to-face interviews with the students in order to investigate their perceptions and ideas deeply regarding the use of vocabulary strategies. The information derived from these semi-structured interview questions helped to provide a deeper understanding of the results of the quantitative analysis.

The interviews are conducted with the randomly-selected students on November 25th and 26<sup>th</sup>, 2015, a week after the implementation of the questionnaires. The questions asked in the interview were related to the content of the questionnaire, for this reason the students were acquainted with the questions.

Moreover, the researcher provided a non-threatening environment for the interviewees so that they could feel free to express their ideas, feelings and experiences concerning the questions addressed in the interview.

Semi-structured, face-to-face interviews were conducted to help analyze the research questions of the study in depth. Although three main questions were prepared at first, the researcher asked additional questions during the interview, depending on the respondents' answers. Therefore, the respondents can be said to have shaped the design of the interview. The three main topics addressed to the interviewees during the interview were related to:

- ✓ the importance of vocabulary learning in the language learning process.
- ✓ the strategies students use to discover the meaning of a new word.
- ✓ the strategies students use to remember the meaning of previously-learned vocabulary items.

#### **4.6.1. The Importance of Vocabulary Learning in the Language Learning Process**

The aim of the first question addressed in the interview was to reveal the opinions and the perceptions of the students regarding the significance of vocabulary learning in the language learning process. All of the students participated in the interview asserted that vocabulary learning is highly important in the language learning process. They also stated that vocabulary is the most critical aspect in learning a language. Concerning the significance of learning vocabulary, the respondents report that:

“...learning vocabulary is of critical importance in language learning. The more vocabulary knowledge you have, the more proper and reasonable sentences you are capable of forming.”  
(Interviewee 1)

According to interviewee 8:

“Learning vocabulary is vital, especially when learning a foreign language.”

Also, interviewee 10 claims that:

“Vocabulary has a significant place in learning English. I believe vocabulary is the corner stone of learning English.... Vocabulary is vital in English as you can do nothing in English without the knowledge of vocabulary.”

The interviewees were also asked the reason why they think vocabulary learning is important in the language learning process and they all provided different reasons regarding this. One of the most vital point was that they believe vocabulary is especially necessary for communication.

Interviewee 4 maintains that:

“In English, words make up the sentence, sentences make up the dialogues and speech. Therefore, vocabulary is prerequisite for language learning. Vocabulary knowledge is the key factor for communication.”

Similarly, interviewee 9 states that:

“Vocabulary is the basis of language without which we cannot talk, like I do now.”

Moreover, interviewee 5 asserts that:

“I think learning vocabulary is the key point in learning a language because the more vocabulary we know, the better we can comprehend the meanings of sentences with the help of the words we know.”

While presenting their reasons related to the reason why they think vocabulary learning is important, eight of the participants (P2, P3, P5, P6, P7, P8, P9, P10) also pointed out that vocabulary is more important than grammar when learning a language. They compared

learning vocabulary and learning grammar and as a result they all agreed that vocabulary is the main factor to learn and understand a language.

Interviewee 2 puts forward:

“...knowing the meanings of words in a sentence is more critical than understanding the grammar of that sentence when trying to infer the meaning of a sentence.”

Also, interviewee 3 compares the importance of learning vocabulary and grammar and concludes that:

“I believe that learning vocabulary is a bit more important than grammar in English. Although we know grammar well, we cannot truly comprehend the meaning of a sentence when we do not know the meaning of the words that make up the sentence.”

Additionally, interviewee 5 believes that the more words we know, the better we can understand the sentences. More specifically, the number of words we know help us to identify the structure of a sentence. Interviewee 5 supports this idea with these words:

“... if we know approximately 3000-4000 basic words, we can analyze the grammar of that sentence automatically. When we encounter lots of sample sentences and words, I think we will not have any problems regarding grammar.”

Interviewee 6 briefly refers to the relationship between learning vocabulary and grammar as follows:

“Learning only grammar is meaningless without vocabulary knowledge.”

Regarding the relationship mentioned above interviewee 7 suggests that:

“Even though we are good at grammar, we cannot understand the sentence or cannot be successful in an exam if we do not have sufficient vocabulary knowledge.”

Another participant (P8) expresses nearly the same words with regard to the role of vocabulary when learning a language:

“...even if you do not know grammar, you can compensate for grammar with vocabulary by forming sentences with words. The more vocabulary you know, the more fluent your sentence will be and easier to be understood.”

Similarly, interviewee 9 stresses the same point as follows:

“If we do not know the meaning of a word, we cannot comprehend a sentence even if how well we know sentence structure to express ourselves.”

Lastly, participant 10 emphasizes the importance of vocabulary by comparing it not only with grammar but also the skill of reading. The interviewee concludes that one should have enough vocabulary knowledge so as to be successful in other skills. P10 states that:

“Grammar depends on rules; if you know the rules, you can do the exercises. However, you cannot be successful in other skills without having sufficient vocabulary knowledge. For instance, reading skill depends on vocabulary knowledge. Unless you know the vocabulary that make up a reading text, you neither understand the text nor answer the questions of that text. For these reasons, I think that vocabulary is of great importance.”

#### **4.6.2. The Strategies Students Use to Discover the Meaning of a New Word**

The aim of the second question addressed in the interview was to identify which vocabulary learning strategies the students participated in the interview use in order to discover the meaning of a new word. The second question is also closely associated with the first part of the questionnaire, which is about the strategies for the discovery of the meaning of a new word. According to the responses of the students participated in the interview, the most frequently employed strategies are specified.

When the responses to the questions are analyzed, it was found that the most commonly adopted vocabulary learning strategy among students is “Determination Strategies”. In addition, under the title of “Determination Strategy”, the most frequently preferred strategy is “DET 6”, which is about the use of a bilingual dictionary to find out the meaning of a new word. More specifically, 8 students out of 10 stated that when they encounter an unknown word, they resort to a bilingual dictionary in order to learn the meaning of a new word.

3 participants (P1, P2, P9) stated that the first strategy they use is to look up in a bilingual dictionary when they encounter a new word.

Participant 1 states that:

“Firstly, I look up in a bilingual dictionary to learn the meaning of a word.”

Another participant (P2) has almost an identical reply:

“First, I look up the meaning of the word from a bilingual dictionary.”

Participant 9 points out:

“When I encounter an unknown word for the first time, I first use a bilingual dictionary...”

Other 5 respondents also prefer to use a bilingual dictionary as a second or third way to discover the meaning of a new word.

Respondents 3 and 10 especially prefer to use a bilingual dictionary as a second strategy especially when they encounter an unknown word at home. In class, they reported to use other strategies such as asking to the teacher or getting help from a friend.

Respondent 3 says that:

“When I encounter an unknown word at home, I try to find out the meaning of the word by using a bilingual dictionary.”

Respondent 10 has almost an identical reply:

“When I encounter an unknown word at home, I first look up in an online bilingual dictionary.”

Interviewees 6 and 9 also report that they also employ a monolingual dictionary (DET 7) as well as a bilingual dictionary to find out the meaning of a new word.

Interviewee 6 reports that:

“I use both a bilingual dictionary and monolingual dictionary as I prefer to read the explanations of the new words.”

Interviewee 9 also supports the idea with these words:



“When I encounter an unknown word for the first time, I first use a bilingual dictionary, then a monolingual dictionary to find out its synonyms.”

The second frequently preferred strategy among “Determination Strategies” is “DET 5”, which is trying to guess the meaning of the unknown word from the textual context in which the word appears. It has been found out that 5 participants (P4, P5, P6, P7, P9) out of 10 use this strategy and 4 of them report “DET 5” as the first strategy they adopt. Moreover, they said to have inferred the meaning of the new word from the overall context, sentence structure or by the help of the other vocabulary items they are familiar with. One of the respondents (P5) who supports guessing guess the meaning of the unknown word from the textual context claims that:

“When I encounter an unknown word, first I analyze the sentence and try to infer the meanings of unknown words from the context. I believe it is more useful for me when I force myself to understand the meaning.”

Besides, interviewee 6 also tries to infer the meaning of the unknown word with a different method. Interviewee 6 states that:

“First of all, I focus on the whole sentence, and I try to infer the meaning of the unknown word if I know the other words that make up that sentence.”

Another interviewee (P7) says that:

“...when I encounter an unknown word for the first time, I first of all try to infer its meaning from the context if it sounds familiar to me.”

Lastly, regarding the use of this strategy (DET 5), interviewee 9 maintains that:

“If no dictionary is available, I try to infer its meaning from the sentence structure.”

The third frequently preferred strategy among “Determination Strategies” is “DET 2”, which is about analyzing the affixes and the root of the new word when guessing its meaning. 3 participants (P3, P4, P5) reported to have used this strategy as a way of discovering the meaning of a new word.

Participant 3 exemplifies this strategy (DET 2) by saying:

“When I do not use a dictionary, I try to identify the affixes or the root of the word in order to be able to understand the meaning of the word. For instance, I try to guess the meaning of the word ‘beauty’ from ‘beautiful’. It is easy to discover the meaning of some words in this way.”

Similarly, participant 5 states that:

“When I try to guess the meaning of a word, I focus on the root and the affixes of it as well as the whole sentence.

Secondly, the second frequently preferred strategy is “Social Strategies”. Among the 5 “Social Strategies” that are used to discover the meaning of a word, the most frequently preferred strategy is “SOC 1”, “SOC 2” and “SOC 6”, which are about asking the teacher or the classmates to find out the meaning of a new word. More specifically, 5 students out of 10 stated that when they encounter an unknown word, they ask their classmates or teacher for the meaning of the word.

5 participants (P1, P3, P7, P8, P10) stated that the first strategy they use is to ask their teacher or classmate when they encounter a new word.

Participant 1 reports that:

“If I cannot find the desired meaning of a word from the dictionary, I get help from my elder sister, my friend or my teacher.”

Participant 3 states that:

“When I encounter an unknown word in class, I generally ask my teacher or I ask my friend next to me if I believe he/she knows it.”

Participant 7 points out:

“If I cannot deduce meaning from the context, after a little consideration I ask my friend when I do not have a dictionary with me. In cases when my friend cannot understand the exact meaning, we ask it to the teacher as we both wonder. ”

Similarly, participant 8 specifies the same point as follows:

“If I am in class, I first ask my friend.”

Lastly, participant 10 supports the idea with these words:

“When I encounter an unknown word in class, I first ask my friend for its meaning as I do not have a dictionary in my mobile phone. If my friend also does not know the meaning, I want him/her to look up it’s meaning from an online dictionary. If we cannot find the meaning of the word, then I ask my teacher and note down the meaning immediately.”

#### **4.6.3. The Strategies Students Use to Remember the Meaning of Previously-learned Vocabulary Items**

The third question addressed in the interview aimed to determine which vocabulary learning strategies the students employ to remember the meaning of previously-learned vocabulary items. The third question is closely associated with the second part of the questionnaire, which is about the strategies for the consolidation of the meaning of a new word once it has been encountered. According to the responses of the students taking part in the interview, the most frequently employed strategies are identified.

When the responses to the interview questions are analyzed, it was discovered that the most commonly used vocabulary learning strategy among students is “Memory Strategies”. Total 6 students out of ten reported using “Memory Strategies”. In addition, under the title of “Memory Strategies”, the most frequently preferred strategy is “MEM 12”, which is about the use new words in sentences to consolidate their meaning. More specifically, 5 students out of 6 reported that in order to remember the meaning of previously-learned words, they use new words in sentences.

5 participants (P3, P4, P5, P6, P8) stated that they use “MEM 12”, which is about using new words in sentences to consolidate their meaning. Besides, three participants (P3, P4, P5) out of five indicated that the first strategy they use is to form their own sentences with the words.

Participant 3 states that:

“I use newly-learned words in sentences once again.”

Similarly, participant 4 points out:

“When I learn new words, I first use them in a sentence”

Participant 5 stresses the same point as follows:

“I try to form sentences with the new words, I form these sentences by myself so I consolidate newly-learned words... I realized that when I form my own sentences with the newly-learned words, I remember them better.”

Lastly, participant 8 has almost an identical reply:

“I also form sentences with the newly-learned words to remember their meanings.”

Apart from “MEM 12”, the students also reported using other Memory Strategies such as “MEM 14”, which is about studying the spelling of a word; “MEM 16”, which is about saying the new word aloud when studying; “MEM 19”, which is about noting the form of a word and making the configuration of it; “MEM 24”, which is about connecting the word to its cognates while studying; and “MEM 25”, which is about learning a new word together with an idiom associated with it.

Only one participant reports using “MEM 14”. With respect to studying the spelling of a word (MEM 14), participant 4 states that:

“I read the words the way they are written so as to remember how they are spelled. For example, I read the word ‘language’ as it is written so I learn its meaning and spelling better and this does not confuse me when I pronounce the word.”

Throughout the interview, only participant 7 stated employing “MEM 16”, which is related to saying the new word aloud when studying. Participant 7 maintains that:

“...when I learn a new word, I either repeat it loudly or...”

Just one interviewee claims adopting “MEM 19”, which is about writing the form of a word and making the configuration of it.” Participant 4 puts forward:

“...in order to recall the new word, I write it in bold to make it more remarkable. In this way I can easily distinguish the newly-learned word among other words.”

Only interviewee 8 reported using “MEM 24”, in relation to connecting the word to its cognates while studying. Interviewee 8 states:

“I try to remember the newly-learned words by associating them with other words. For example, I keep in mind the word ‘attractive’ thinking its Turkish meaning as ‘çok atraksyonlu, gösterişli.”

The last Memory Strategy reported by the interviewees is “MEM 25” with regard to learning a new word together with an idiom associated with it. Out of 10 participants, only participant 5 claimed employing “MEM 25”. Participant 5 indicates that:

“I try to memorize the words as a whole pattern or idiom so that I can remember them easily. When I memorize the words independently or isolated from the whole pattern, they are not long-lasting and it’s like studying the words just for an exam. However, when I memorize the words with the patterns they are used, I notice that I remember the words better.... For instance, ‘kind’ means ‘kibar’ in Turkish, and when I memorize this word, I learn the sentence ‘çok kibarsın’ in the pattern ‘That’s very kind of you’ or ‘It’s very kind of you’ rather than ‘you’re very kind’. Therefore, I keep in mind both the word ‘kind’ and the sentence pattern.”

Following “Memory Strategies”, the second frequently used strategy among interviewees is “Cognitive Strategies”. Total 4 students (P1, P7, P8, P10) out of 10 reported using “Cognitive Strategies” in general. Additionally, among the “Cognitive Strategies”, the most commonly preferred strategy is “COG 2”, concerning writing the word several times. More specifically, 3 students out of 4 claimed writing the word several times to remember the meaning of previously-learned vocabulary items.

3 participants (P1, P7, P8) stated that they use “COG 2”, which is about writing the word several times to consolidate their meaning. Participant 1 states that:

“I also try to memorize each word by writing it ten times on my vocabulary notebook.”

Also, participant 7 puts forward:

“I learn by writing the previously-learned words.”

Lastly, participant 8 states that:

“I always write to practice newly-learned words. First, I write the English explanation of the previously-learned words, if I still cannot remember, then I write the Turkish meaning continuously.”

Apart from “COG 2”, the students also reported using other Cognitive Strategies such as “COG 9”, regarding keeping a vocabulary notebook; “COG 3” concerning using wordlists and revise the words to consolidate their meaning; and “COG 5” related to taking notes about the word in class.

2 participants (P1, P10) stated employing “COG 9”, concerning keeping a vocabulary notebook in order to remember the meaning of previously-learned vocabulary items.

Participant 1 states that:

“I also try to memorize each word by writing it ten times on my vocabulary notebook.”

Similarly, participant 10 points out:

“I have an index method. For instance, I code the newly-learned words according to their first letter. I study at home in that way to remember their meaning. In other words, I list the words starting with the letter ‘s’ such as ‘swim’ and their meanings under letter ‘s’ part of the index.”

Apart from using “COG 2”, participant 8 also employs “COG 3”, concerning using wordlists and revise the words to consolidate their meaning and “COG 5” related to taking notes about the word in class. Regarding the use of these strategies (COG 3 and COG 5), participant 8 maintains that:

“My ways of remembering the newly-learned words differ according to the difficulty of the word, but mostly I learn by writing, taking notes and making vocabulary lists in which I cross out the words I have learned.”

The third frequently used strategy is “Metacognitive Strategies”, which is adopted by 3 students participated in the interview. These 3 participants (P2, P4, P5) reported using “MET 1” concerning using English-language media (songs, movies, newscasts, etc.)

Regarding the use of this strategy (MET 1), interviewee 2 maintains that:

“...I watch a lot of foreign TV series and I remember the previously-learned words when I heard them in these series as these words sound familiar to me.”

Similarly, interviewee 4 states that:

“New words sound familiar to me from the TV series or movies. If I hear the newly-learned words in a TV series or film, I believe I can consolidate their meanings better.”

Lastly, interviewee 5 stresses the same point as follows:

“...when I study ‘adjectives’, I prefer to watch a tennis match as I like watching sports. I focus on the words used in tennis or adjectives used for a tennis player and I believe I consolidate better by this way as it draws my attention.”

Finally, the last type of strategy that the interviewees reported using is “Social Strategies” to remember the meaning of previously-learned vocabulary items. Among the social strategies, the most preferred strategies are “SOC 8”, which about using the new word in interactions with native-speakers, and “SOC 6”, which is related to studying and practicing the meaning of a word in a group in class or outside class. Out of 10 participants, only 2 of them (P6, P9) stated employing “Social Strategies”. Regarding the use of “SOC 8”, interviewee 6 maintains that:

“I have a lot of foreign friends with whom I communicate in English and I use the new words I have learned in sentences while communicating with them. I learn and consolidate newly-learned words that way.”

Lastly, interviewee 9 reported using “SOC 6”, in relation to studying and practicing the meaning of a word in a group in class or outside class. Interviewee 9 states:

“...as I practice using the previously-learned vocabulary items in my speaking, I somehow learn them. I use them when I communicate with my classmates.”

As a consequence, this chapter has presented the data analysis of the students’ perceptions regarding the significance of vocabulary learning in the language learning process and their ideas concerning the frequency of the use of vocabulary learning strategies. Qualitative data analysis, done through student interviews, was conducted by the researcher to support the quantitative data, obtained from the student questionnaires. Therefore, the data derived from the interviews helped to provide a deeper understanding of the results of the quantitative analysis.

## CHAPTER V

### RESULTS and DISCUSSION

#### 5.1. Introduction

This chapter is devoted to the discussion of the major findings elicited through the analyses of the questionnaires and interviews with students, and it is organized in accordance with the research questions. The researcher attempted to answer and discuss each of the research questions in detail, and attempted to comment by making reference to earlier studies.

#### 5.2. Analysis of the Research Question 1: What types of vocabulary learning strategies do Ufuk University undergraduate students employ for their vocabulary learning?

As it mentioned before the first research question has two sub questions as (a) out of 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive) “which one of them is most frequently used by the preparatory class students at Ufuk University in English vocabulary learning?” and (b) out of 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive) “which one of them is least frequently used by the preparatory class students at Ufuk University in English vocabulary learning?”.

In the light of these questions, the results show that Social (Discovery) is the most frequently used strategy by the preparatory class students at Ufuk University in English vocabulary learning. There are 136 participants (45.3%) who used this strategy. Determination is the second strategy that is used by the students (N = 74, 24.7%). 16 % of the participants (N=48) used the Cognitive strategy in the third place. The least frequently used strategy by the

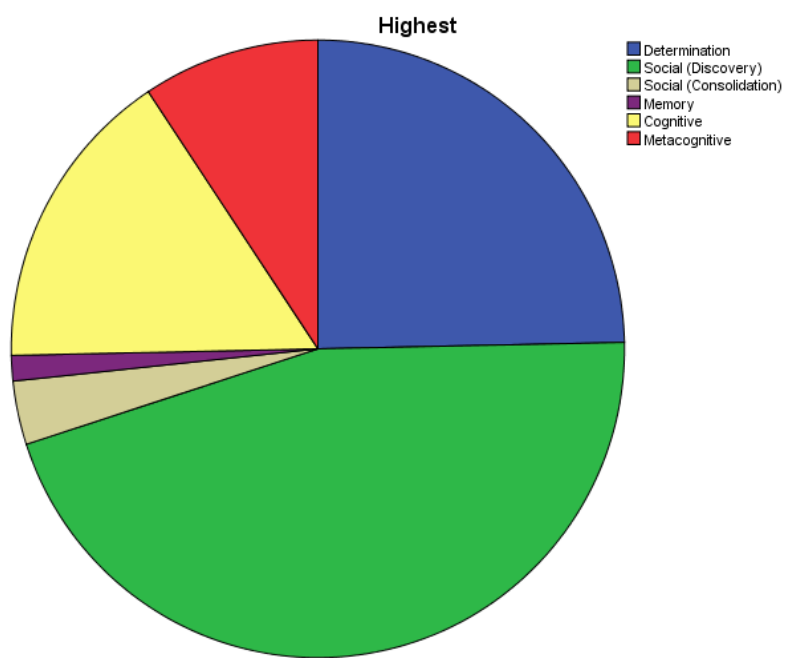


preparatory class students at Ufuk University in English vocabulary learning is Memory. There are only four participants (1.3%) stated that they used this strategy. Table 4.7 summarizes the frequencies and percentages of the using of each 6 categories. Moreover, Figure 4.58 illustrates the distribution of the 6 categories.

*Table 4.7. Frequency Distribution of the Strategies*

Categories	Frequency	Percent
Determination	74	24.7
Social (Discovery)	136	45.3
Social (Consolidation)	10	3.3
Memory	4	1.3
Cognitive	48	16
Metacognitive	28	9.3
Total	300	100

*Figure 4.58 The Distribution of the 6 Categories*



Among the 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive), Social (Discovery) is the most commonly employed strategy by the Preparatory School students at Ufuk University according to the findings of the questionnaire. The results demonstrate that, students at Ufuk University mostly prefer to ask their teacher or classmates for the meaning of the word or they tend to learn the meaning of words through group work activities. Therefore, we can conclude that students first choose to interact with each other or consult to their teacher when they would like to learn the meaning of a word. It can be said that students believe that communication and interaction has a significant place while learning a language. This finding contradicts with the results of one of the studies in literature: in one of the researches O'Malley et al. (1990) have discovered that the most frequently employed strategy was Cognitive Strategy and the most commonly used kind of strategy was repetition. According to the results of the questionnaire O'Malley et al. (1990) conducted, Cognitive Strategy is the most commonly used, although it is ranked in the third place in the study carries out by the researcher at Ufuk University.

On the other hand, among the 6 categories of Vocabulary Learning Strategies (Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, Metacognitive), Memory is the least commonly adopted strategy by the Preparatory School students at Ufuk University according to the findings of the questionnaire. In addition, from the category of Memory Strategies, the students tend to study the spelling of a word the most and underline initial letter of the word the least. According to the results, it is clear that students do not use memory enhancement techniques, grouping words together, associating words with other related words or imaging word forms. It can be concluded that students may not know or been taught some memory techniques or methods that help to enhance the learning of vocabulary in the language learning process. Additionally, we can infer that it is hard for elementary level students to think deeper and adapt the vocabulary items to fit in their learning style to consolidate their meaning. The finding of the study showed parallelism with the study conducted by Gu Yongqi and R.Johnson (1996). In their study, which includes Chinese learners, the results demonstrate that the participants generally do not use

memorization strategies. Instead, they employ more meaning-oriented strategies. Participants also report using a wide variety of vocabulary learning strategies including dictionary use, note taking, guessing, and repetition. Similarly, in an investigation, O'Malley et al. (1990) have discovered that the most frequently employed strategy was repetition and less common strategies are inferencing and Keyword Method which include deeper and more manipulation of information.

### **5.3. Analysis of the Research Question 2: Which vocabulary learning strategies are most frequently used by the preparatory class students at Ufuk University in English vocabulary learning?**

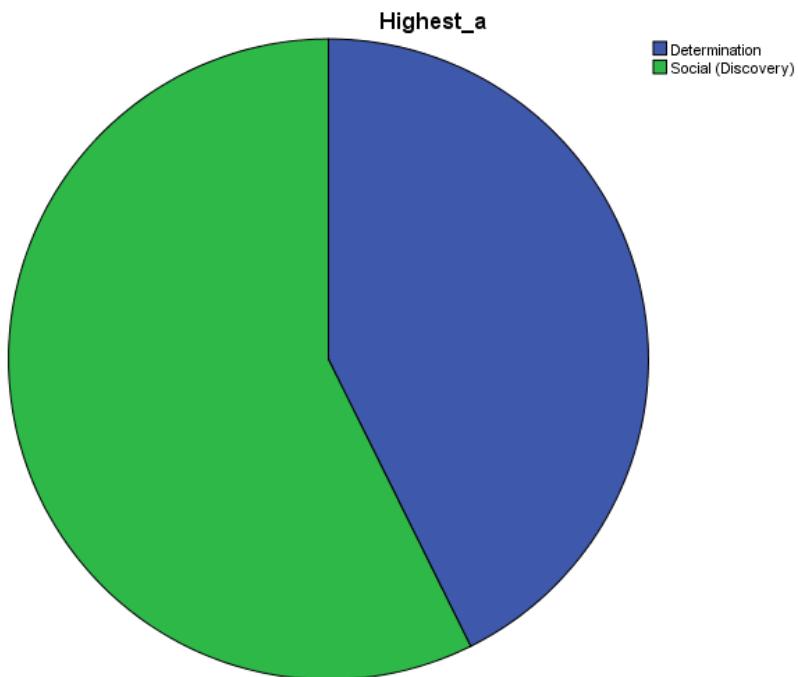
The second research question has two sub questions as (a) “what are some of the most commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word?” and (b) “what are some of the most commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered?”.

In the light of these questions the results show that Social (Discovery) Strategy is the most frequently used strategy by the preparatory class students at Ufuk University to discover the meaning of a new word. There are 172 participants (57.3%) who used this strategy. Figure 4.59 illustrates the percentages of these 2 categories to discover the meaning of a new word. In order to consolidate a word once it has been encountered, the results show that Cognitive Strategy is the most commonly used Vocabulary Learning Strategies. There are 133 participants (44.3%) used this strategy out of 4 categories. Table 4.8 summarizes the distribution of the four categories in Vocabulary Learning Strategies in order to consolidate a word once it has been encountered.

*Table 4.8* The distribution of the four categories

	Frequency	Percent
Social (Consolidation)	32	10.7
Memory	38	12.7
Cognitive	133	44.3
Metacognitive	97	32.3
Total	300	100

*Figure 4.59* The Distribution of the 2 Categories



The findings given in Figure 4.59 clearly demonstrate that Social (Discovery) Strategy is mostly adopted by the preparatory class students at Ufuk University to discover the meaning of a new word. The most commonly used strategy among the five Social (Discovery) Strategies is asking the teacher for an L1 translation of the new word. Therefore, it can be said that students believe asking to the teacher or taking the classmates' advice is much more helpful or useful to find out the meaning of unknown words. We can also deduce that interaction plays a crucial role in learning the meaning of words. This seems to disagree with one of the findings in the literature. Schmitt (1997) carried out a large-scale study on VLSs, which was administrated with 600 Japanese learners that belong to various age levels including university students. According to the findings of Schmitt's survey, 85% of the respondents gave a positive response to the use of a bilingual dictionary in Determination Strategy in order to discover a new word's meaning. In other words, majority of the students participated in the survey of Schmitt reported using Determination Strategy the most and among the 9 Determination Strategies the most frequently adopted one was found out to be DET 6, which is about using a bilingual dictionary to discover the meaning of a word. Although this result contradicts with the findings of the questionnaire conducted by the researcher in this survey, it correlates with the findings gathered from the interview data for the current study. Most of the participants (8 students out of 10) took part in the interview agreed to get help from a bilingual dictionary in order to learn the meaning of a word.

Besides, in order to consolidate a word once it has been encountered, the results of the questionnaire reveal that Cognitive Strategy is the most frequently used among VLSs by Ufuk University Preparatory School students. Therefore, students prefer to use Cognitive strategies such as repeating the word verbally which ranked first, taking notes about the word in class which ranked second, revise the vocabulary section in the textbook which ranked third as well as writing the word several times, using wordlists and keeping a vocabulary notebook to consolidate the meaning of words. From the findings of the study it can be concluded that students mostly choose repetition and mechanical ways of study such as flash

cards, word lists, and vocabulary notebooks to master words. This may be because of the fact that vocabulary is most of the time presented through word lists and students need to memorize English vocabulary through repetition in Turkish school contexts. This finding of the study showed parallelism with the result of the O'Malley et al. (1990)'s study in which the most frequently employed consolidation strategy was discovered to be repetition. The researches mentioned above have demonstrated that more mechanical strategies are mostly preferred than complicated ones. In the study conducted by Schmitt (1997), although most of the respondents reported to use a bilingual dictionary in order to discover a new word's meaning, in order to consolidate the meaning of a word, the second and third most frequently used vocabulary learning strategies were verbal repetition and written repetition in the Cognitive Strategy. Moreover, apart from the responses which support the results of the questionnaire, students also mentioned in their responses to the interview questions about consolidation of the words. The third interview question also attempted to demonstrate the strategies the students use to consolidate the meaning of previously-learned words. According to the findings of the interview, the most frequently used strategy is Memory and the second most frequently used strategy is Cognitive Strategy by the students to consolidate the meaning of words.

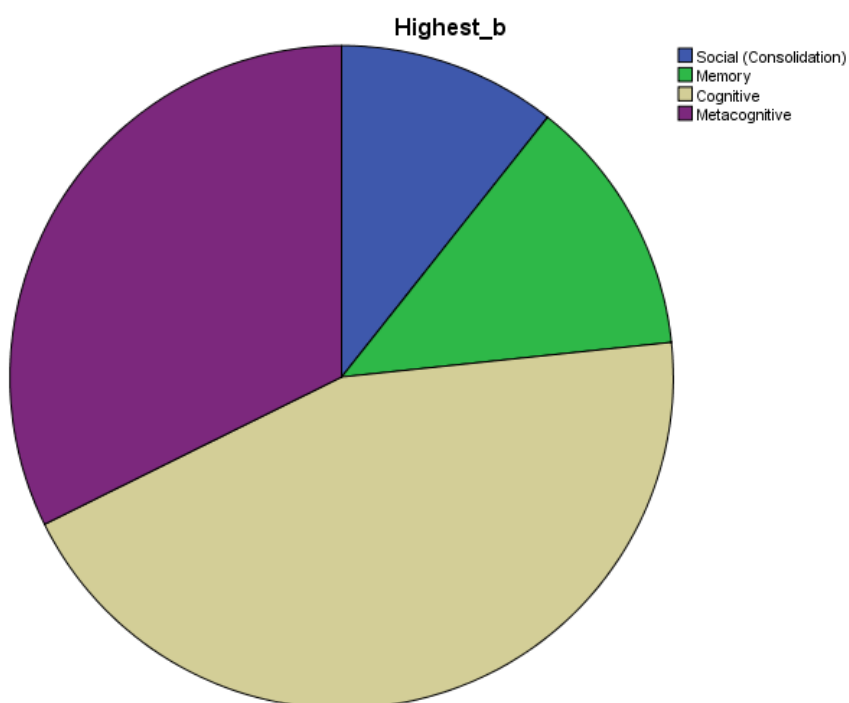
#### **5.4. Analysis of the Research Question 3: Which vocabulary learning strategies are least frequently used by the preparatory class students at Ufuk University in English vocabulary learning?**

The third research question has two sub questions as (a) "what are some of the least commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word?" and (b) "what are some of the least commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered?".

In the light of these questions the results show that Determination Strategy is less frequently used than Social (Discovery) Strategy by the preparatory class students at Ufuk University

to discover the meaning of a new word. This category used by 128 students, 42.7% of them (see Figure 4.59). In order to consolidate a word once it has been encountered, the results show that Social (Consolidation) Strategy is least commonly used Vocabulary Learning Strategy among the 4 Consolidation Strategies. There are 32 participants (10.7%) used this strategy out of 4 categories (see Table 4.8). Figure 4.60 illustrates the distribution of the four categories in Vocabulary Learning Strategies in order to consolidate a word once it has been encountered.

*Figure 4.60 The distribution of the four categories in Vocabulary Learning Strategies in order to consolidate a word*



According to the findings of the research, students use Determination Strategy less commonly than Social (Discovery) Strategy to discover the meaning of a new word. Among the 9 Determination Strategies, the least frequently used one is DET 7, which is about using a monolingual dictionary to find out the meaning of the new word. Other Determination Strategies include analyzing parts of speech or affixes and roots of the new word, checking for L1 cognate of the new word, analyzing any available pictures accompanying the word, trying to guess the meaning of the unknown word from textual context and inferring the meaning of the word from flash cards. Schmitt (1997: 205) asserts that students tend to employ determination strategies when they need to or willing to find out the meaning of a word without consulting other people such as their teacher or classmates. Therefore, the meaning of a new word can be understood by learners with the help of some strategies such as guessing it by means of a context, structural knowledge of language, and reference materials. We can conclude that most of the Preparatory School students at Ufuk University are reluctant to find the meaning of a word on their own by using a dictionary or analysing the word, but willing to ask others to discover the meaning of a word. This finding of the study showed contradiction with Schmitt (1997)'s study in which most of the students reported using Determination Strategy more to discover the meaning of a new word. The students indicated using a bilingual dictionary in the category of Determination Strategy. Concordantly, according to the findings gathered from the interview, more students prefer to use Determination Strategy (DET 6 related to the use of a bilingual dictionary) than Social (Discovery) Strategy (SOC 1 and SOC 4 concerning asking to the teacher and classmates).

Furthermore, in order to consolidate a word once it has been encountered, the results of the questionnaire reveal that Social (Consolidation) Strategy is the least frequently used among VLSs by Ufuk University Preparatory School students. Therefore, the strategies in the Social (Consolidation) are least preferred consolidation strategies by the students. These consolidation strategies are: studying and practicing meaning in a group in class or outside class, keeping wordlists/flashcards and trying to use the new word in interactions with native-speakers. Even though the students choose to adopt Social Strategies in order to discover the



meaning of a word, they do not employ Social Strategies in order to consolidate a word once it has been encountered. Therefore, it is clear that students enjoy learning new words with their friends or teachers and through group work activity, but they are unwilling to study and practice meaning in a group or try to use the new word in interactions with native-speakers. This contradiction may result from the fact that most students are not self-confident enough to express themselves among others in a foreign language, which is one of the most common problems faced in the education system of Turkey.

## **CHAPTER VI**

### **CONCLUSION**

#### **6.1. Introduction and Purpose of the Chapter**

The previous chapter covered data analysis using different statistical methods. This chapter first focuses on the summary of the current investigation. The heart of this chapter is to present the findings of the present investigation in response to the research questions that were proposed earlier in Chapter 3. The chapter, then, will concentrate on discussion of the findings, the implications arising from the research for the learning of English for Ufuk University students, followed by the limitations of the study and suggestions for further research are presented. Finally, this chapter includes a brief conclusion.

#### **6.2. Summary of the Study**

This study has investigated the frequency of use of vocabulary learning strategies employed by the students at Ufuk University, Preparatory School. In order to collect data regarding the participant students' perceptions, questionnaires and semi-structured interviews were employed by the researcher. More specifically, the researcher has systematically identified the types of vocabulary learning strategies and frequency of use of these vocabulary learning strategies reported by 350 undergraduate students studying at Preparatory school of Ufuk University through a vocabulary learning strategy questionnaire. Then, the researcher analyzed these questionnaires quantitatively. The questionnaires consisted of 58 items classified by six types of strategies, which were adapted from the vocabulary learning

strategy classification based on Schmitt's Taxonomy (1997). First, a pilot study was conducted with 50 students, then questionnaires were distributed to the available 300 subjects of the study. The data was analyzed by SPSS 22 which compared the mean scores of each vocabulary learning strategies present in the questionnaires. The answers to the questionnaire were analyzed in terms of frequencies, means and the standard deviations of the items listed in the questionnaire. The results of the analysis reveal that among the 6 categories of Vocabulary Learning Strategies, the most frequently used Strategies are the Social (Discovery) and the least frequently used ones are Memory Strategies by the preparatory school students at Ufuk University.<sup>4</sup> Furthermore, in order to discover the meaning of a new word, the students use Social (Discovery) Strategies the most and Determination Strategies the least. Additionally, in order to consolidate a word once it has been encountered, the students employ Cognitive Strategies the most and Social (Consolidation) Strategies the least.

After the implementation of the questionnaire, the researcher also carried out semi-structured interviews with randomly selected 10 students, who are representative of the whole, and analyzed the interviews qualitatively. Students' responses to the interview questions were transcribed and analyzed by the researcher. The main aim of the study was to investigate the most and least frequently used vocabulary learning strategies adopted by students studying at preparatory classes of Ufuk University. The analysis of the interview also demonstrates the attitudes and the perceptions of the students towards the significance of using vocabulary learning strategies. Consequently, the responses to the interview reveal that vocabulary learning is of vital importance in the language learning process according to the students took part in the interview. Besides, majority of the students (8 out of 10) reported using a bilingual dictionary so as to find out the meaning of a new word. In addition, half of the students participated in the interview (5 out of 10) reported using new words in sentences to consolidate their meaning. All in all, the researcher organized the acquired results from both qualitative and quantitative data in accordance with the research questions.

### 6.3. Findings of the Study

The present study looked into the perceptions of students in terms of 58 vocabulary learning strategy items. Both qualitative and quantitative results were analyzed and organized in parallel with the research questions. Accordingly, the most and the least frequently employed vocabulary learning strategies both to discover and consolidate the meaning of a word were determined separately in compliance with the perceptions of the students participating the research.

According to the results obtained from participant students' ratings, the most frequently used vocabulary learning strategies out of 58 items of 6 categories presented in the questionnaire are listed below:

- ✓ Social (Discovery) Strategies
  - SOC 1 I ask the teacher for an L1 translation of the new word.
- ✓ Determination Strategies
  - DET 6 I use a bilingual dictionary to find out the meaning of the new word.
- ✓ Cognitive Strategies
  - COG 1 I repeat the word verbally.

On the contrary, the least frequently used Vocabulary Learning Strategies out of 58 items of 6 categories presented in the questionnaire are listed below:

- ✓ Memory Strategies
  - MEM 18 I underline initial letter of the word.
- ✓ Social (Consolidation) Strategies
  - SOC 7 I keep wordlists/flashcards and my teacher checks students' flash cards or wordlists for accuracy.

- ✓ Metacognitive Strategies
  - MET 4 I skip or pass the new word.

In addition, the most commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word are the following:

- ✓ Social (Discovery) Strategies
  - SOC 1 I ask the teacher for an L1 translation of the new word.
  - SOC 4 I ask classmates for the meaning of the word.
  - SOC 2 I ask the teacher for a paraphrase or synonym of the new word.

The most commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered are the following:

- ✓ Cognitive Strategies
  - COG 1 I repeat the word verbally.
  - COG 5 I take notes about the word in class.
  - COG 6 I revise the vocabulary section in my textbook.

On the other hand, the least commonly used Vocabulary Learning Strategies used by the students to discover the meaning of a new word are as follows:

- ✓ Determination Strategies
  - DET 7 I use a monolingual dictionary to find out the meaning of the new word.
  - DET 9 I infer the meaning of the word from flash cards shown by the teacher in class.
  - DET 2 I analyze affixes and roots of the new word when guessing its meaning.

The least commonly used Vocabulary Learning Strategies used by the students to consolidate a word once it has been encountered are as follows:

- ✓ Social (Consolidation) Strategies
  - SOC 7 I keep wordlists/flashcards and my teacher checks students' flash cards or wordlists for accuracy.
  - SOC 6 I study and practice meaning in a group in class or outside class.
  - SOC 8 I try to use the new word in interactions with native-speakers.

Apart from the responses to the questionnaire, 10 randomly selected students also indicated their responses to the semi-guided interviews regarding the Vocabulary Learning Strategies they adopt to discover the meaning of a word. These Vocabulary Learning Strategies are:

- ✓ Determination Strategies
  - DET 6 I use a bilingual dictionary to find out the meaning of the new word.
- ✓ Social (Discovery) Strategies
  - SOC 1 I ask the teacher for an L1 translation of the new word.
  - SOC 4 I ask classmates for the meaning of the word.
- ✓ Determination Strategies
  - DET 5 I try to guess the meaning of the unknown word from textual context in which the word appears.

Besides, the participants of the interview were also addressed a question regarding the Vocabulary Learning Strategies they adopt to consolidate or remember a word once it has been encountered. These Vocabulary Learning Strategies are:

- ✓ Memory Strategies
  - MEM 12 I use new words in sentences to consolidate their meaning.
- ✓ Cognitive Strategies
  - COG 2 I write the word several times.
- ✓ Metacognitive Strategies
  - MET I use English-language media (songs, movies, newscasts, etc.)

#### 6.4. Discussion of the Findings

A close examination of the results of the survey demonstrates that English Preparatory class students at Ufuk University use the “Social (Discovery) Strategies” the most frequently. As can be seen from the table 4.7 the “Social (Discovery) Strategies” facilitate learning with many English sources and it can interest and motivate learners. Some example of these strategies are asking the teacher for an L1 translation, a paraphrase or synonym of the new word, asking the teacher for a sentence including the new word, asking classmates for the meaning of the word and discovering the meaning of a new word through group work activity. However, it was mentioned in the study by Schmitt and McCarthy (1997) that the strategy most frequently used by university students is use of a bilingual dictionary which is one of the elements of the Determination strategies. Even though the result of the study of English Preparatory class students at Ufuk University did not reveal that the use of bilingual dictionary was the most frequently used strategy according to the questionnaires, in the category of Determination strategy the use of bilingual dictionary was the highest rank in the group.

On the contrary, according to the responses to the interview, using a bilingual dictionary was reported to be the most commonly adopted strategy by the students to find out the meaning of a new word. From the result, it can be interpreted that the item SOC 1 (I ask the teacher for an L1 translation of the new word.) in the Social (Discovery) Strategies is the most popular method to find words’ meanings when the respondents first encounter a word. Nevertheless, Memory Strategies, which ranked the lowest percentage in frequency of strategy use (1.3%), are strategies that help learners link the verbal language with the visual image. Some example of these strategies are underlining initial letter of the word, using semantic maps, using ‘scales’, imaging the word form and using physical action to learn a new word.

In the education field in Turkey, students are supposed to work out the rules and meanings by themselves rather than be given everything by their teachers. Therefore, the teachers can

help their students by providing them with strategies on how to learn and also “the teachers can play a major role in motivating learners to take vocabulary seriously” (Thornbury, 2002: 22).

### **6.5. Implications of the Research Findings**

Some implications for the teaching and learning of English for Ufuk University English Preparatory School students may be drawn out. First of all, teachers should make students to become aware of their preferred learning strategies and help them become more responsible to meet their goals in the language learning process. As a consequence, teachers will be able to help their students become better language learners by provide training for employing the suitable strategies that best fit their level and learning style. When the students are well trained in using the right strategies, both objectives and goals can be achieved without difficulty. Afterwards, while dealing with the unknown words, the students will most likely become more independent. As the language learning strategies are considered as necessary tools for language learners, it is believed that the current study will be able to promote the English teachers’ pedagogical perspectives and give useful up-to-date information on how the students choose the most appropriate vocabulary learning strategies to improve their language learning. As for the pedagogical implications, a more detailed summary is provided below.

The research found out that students stated employing different kinds of strategies for the purposes of vocabulary learning. They also reported taking advantage of various types of media in English, such as English-speaking movies and television series, songs, as input sources of the target vocabulary so as to enhance their vocabulary in general. It is suggested that teachers should provide these media sources in many different forms and motivate the students to adopt them as much as possible as an alternative way of vocabulary learning.

The most remarkable point of the significant findings of this investigation is that the greatest number of the students reported employing the Social (Discovery) and Determination



strategies to discover the meaning of new vocabulary items and to increase the knowledge of vocabulary, rather than the Cognitive strategies for the consolidation of the knowledge of newly-learned vocabulary items. More precisely, these students reported asking the teacher for an L1 translation of the new word (SOC 1), using an English-Turkish dictionary to discover the meaning of unknown words and to expand their vocabulary (DET 6); repeating the word verbally (COG 1), using English-language media such as songs, movies, newscasts, etc. (MET 1), trying to use the new word in interactions with native-speakers (SOC 8) and studying the spelling of a word carefully (MEM 14).

In this regard, teachers ought to present a wide variety of vocabulary learning strategies to their learners when training or teaching them for not only classroom-related setting but also self-directed vocabulary learning. As Nunan (1997) asserts there is enough evidence concerning the fact that strategy training can make a difference. Teachers should first teach their students how to learn. Similarly, Brown (1993) indicates that teachers can guide their students to become proficient learners and to assume responsibility for their own success by teaching them what a strategy is as well as how they can develop their own strategies to assist them in the language learning process. Another implication drawn from this study is that teachers and students are required to be aware of what and how important vocabulary learning strategies are. To raise their awareness, the researcher would like to propose the following:

1. A conference among the instructors working at the Preparatory School should be held to make them aware of importance of vocabulary learning strategies and how these strategies can improve their students' English vocabulary learning. Additionally, the teachers can be encouraged to implement vocabulary learning strategies as part of classroom lessons to their students.
2. A seminar about vocabulary learning strategies could be held at the beginning of new semesters before the students start their English lessons. This can help them to become aware of the strategies for vocabulary learning. The content of the seminar could cover the types of VLSs, including the strategies to discover the meaning of new vocabulary items and to consolidate the newly-learned vocabulary items. Additionally, during the

seminar, students can be asked to provide feedback with regard to what they think about the strategies in terms of usefulness and workability for their own learning purposes. Regarding this, the students can be encouraged to add some more strategies which they think are missing in the list. Furthermore, an informal talk could be held with students concerning vocabulary learning strategies.

## **6.6. Limitations of the Present Investigation**

The study has been valid and valuable in discussing the research questions, which are to describe types of VLSs reported employed by Ufuk University Preparatory School students as well as to identify the frequency of students' reported use of each strategy. However, while conducting this research, certain limitations have arisen, and the future investigations should take these limitations into consideration.

The research population could have been more well-balanced in terms of previous language learning experience; and more homogeneous in terms of years of study of English. This is because students having studied English at primary and high school may have an advantage of acquiring particular learning strategies with the help of their experiences than those who are learning English newly at university. In short, students having longer exposure to English are highly likely to acquire certain learning strategies quicker and easier than those with shorter exposure.

While some researchers such as Rubin (1981), Cohen and Apeh (1981); Graham (1997) assert that classroom observations is not a productive way of data collection to understand students' learning strategies, the researcher strongly believes that this method should have been included in the current investigation. By doing classroom observation, the researchers may have the opportunity to view some classroom aspects, such as students' different learning styles as well as other strategies for vocabulary learning and teachers' way of presenting the new vocabulary items and dealing with the previously-learned words.

### **6.7. Suggestions for Further Research**

The results can be applied to support students' English learning at Ufuk University. As for preparatory class students, the vocabulary learning CDs can be used more in class in order to help them get accustomed to acquiring vocabulary from CDs. In the case of weak learners in preparatory classes, the implication of the research can develop their vocabulary learning in various ways. Teachers can employ many strategies as effective methods of vocabulary learning. For instance, teachers could encourage their students to use a monolingual dictionary and other learning media to find out and to remember the meanings of words. Besides, teachers can assign more tasks so as to motivate and help weak students to participate in effective learning.

In spite of the limitations, the researcher acknowledges that some areas might require further research. For this reason, there are a number of suggestions to be taken into account while examining the strategies adopted by students while learning vocabulary. These could include the following:

As we have seen in the review of related literature, the research works on VLSs were conducted with native speakers or nonnative speakers learning English as a second or foreign language in the world have made use of the vocabulary learning strategies questionnaire as the most common instrument for data collection. However, there can be a greater variety of instruments employed to elicit students' vocabulary learning strategies, such as classroom observation.

As the current research has established statistical links between variables, another thing that may be done is to further analyze available data collected from student oral interviews. Some crucial aspects of vocabulary learning in a university setting in Turkey are worth investigating in order to better understand the causal relationships among the variables. These aspects may cover students' perceptions about sufficiency of time allocated for vocabulary

learning, their relationship with their teachers, as well as the classroom learning and teaching process. This can be done in a more qualitative way.

The relationship of teachers' vocabulary teaching techniques and students' vocabulary learning strategies can be compared for a deeper understanding of vocabulary learning. The differences and the similarities between the techniques used by the teachers and the students can be compared in depth, which can help the researchers to understand students' VLSs better. Moreover, vocabulary teaching techniques could include techniques of teaching new lexis, teacher-centered techniques, student-centered techniques, various approaches to vocabulary teaching as well as current trends in L2 vocabulary teaching.

In order to build trust in the research results and to justify the reliability of the research findings, as Locke et al. (2009) put forth, a replication, such as repeating a study in different settings, by using various research designs, administering it with different subjects or with different levels, is recommended for further study. 350 students participated in the present study. The results of the research cannot be generalized since the sample was small compared with the population of other universities in Turkey. Therefore, further studies may be conducted using larger sample groups found especially at state universities.

This study was carried out to find out the learning strategies of students while learning vocabulary. This study can also be carried out to examine the effect of vocabulary learning strategies on learning various aspects of language such as listening, reading, speaking or grammar.

## **6.8. Conclusion**

To conclude, this research was an attempt to find out which vocabulary learning strategies are preferred and how frequently these strategies are used by the students studying at Preparatory School of Ufuk University. It is obvious from the findings of the research that "Social (Discovery) Strategies" are most frequently used by English Preparatory School

students at Ufuk University. The students seem to enjoy learning vocabulary by asking the teacher for an L1 translation, a paraphrase or synonym of the new word, asking the teacher for a sentence including the new word, asking classmates for the meaning of the word and discovering the meaning of a new word through group work activity. Therefore, the students can make progress in English by consulting their teachers or getting their classmates' opinion. It also demonstrates that they tend to learn better by interacting with others.

Additionally, the least frequently used vocabulary strategy was Memory. Therefore, the students do not prefer to underline initial letter of the word, use semantic maps, image the word form, use physical action to learn a new word, group words together spatially on a page or notebook by forming geometrical patterns or use some memory enhancement techniques.

The current investigation has been carried out in a systematic, data-based, and descriptive way. It has contributed to the field of vocabulary learning strategies with reference to a detailed vocabulary learning strategy classification. More specifically, one of the major contributions of the present research has been the classification system of vocabulary learning strategies which Ufuk University Preparatory School students stated using when they encounter vocabulary items, either in a classroom setting or outside. The 6 type vocabulary learning strategies have been categorized under two headings, which are the discovery of the meaning of new vocabulary items and the consolidation of the knowledge of newly-learned vocabulary items.

Lastly, the researcher for the current research has suggested some points for implications that arise out of the survey findings for the teaching and learning of English vocabulary to Ufuk University Preparatory School students. Limitations of the present study and a number of suggestions for future research have been put forward as well. The researcher thinks that with a careful research design as presented in Chapter 3, as well as proper research instruments used for drawing vocabulary learning strategies, a researcher have the opportunity to gain insights into how students deal with vocabulary learning and which vocabulary learning strategies are adopted by students in various learning contexts.

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## APPENDICES

### APPENDIX I

#### Schmitt's complete taxonomy (1997: 207-208)

*a. Strategies for the discovery of a new word's meaning*

1. DET Analyze part of speech
2. DET Analyze affixes and roots
3. DET Check for L1 cognate
4. DET Analyze any available pictures and gestures
5. DET Guess from textual context
6. DET Bilingual dictionary
7. DET Monolingual dictionary
8. \*DET Wordlists
9. \*DET Flash cards
10. SOC Ask teacher for an L1 translation
11. SOC Ask teacher for paraphrase or synonym of new word
12. SOC Ask teacher for a sentence including the new word
13. SOC Ask classmates for meaning
14. SOC Discover new meaning through group work activity

*b. Strategies for consolidating a word once it has been encountered*

15. SOC Study and practice meaning in a group
16. SOC Teacher checks students' flash cards or wordlists for accuracy
17. \*SOC Interact with native-speakers
18. \*MEM Study word with a pictorial representation of its meaning

19. MEM Image word's meaning
20. MEM Connect word to a personal experience
21. MEM Associate the word with its coordinates
22. MEM Connect the word to its synonyms and antonyms
23. MEM Use semantic maps
24. MEM Use 'scales' for gradable adjectives
25. \*MEM Peg Method
26. \*MEM Loci Method
27. \*MEM Group words together to study them
28. \*MEM Group words together spatially on a page
29. MEM Use new words in sentences
30. \*MEM Group words together within a storyline
31. MEM Study the spelling of a word
32. MEM Study the sound of a word
33. MEM Say new word aloud when studying
34. MEM Image word form
35. \*MEM Underline initial letter of the word
36. \*MEM Configuration
37. MEM Use Keyword Method
38. MEM Affixes and roots (remembering)
39. MEM Part of speech (remembering)
40. MEM Paraphrase the word's meaning
41. MEM Use cognates in study
42. MEM Learn the words of an idiom together
43. MEM Use physical action when learning a word
44. \*MEM Use semantic feature grids
45. COG Verbal repetition
46. COG Written repetition
47. COG Wordlists
48. COG Flash cards

- 49.** COG Take notes in class
- 50.** COG Use the vocabulary section in your textbook
- 51.** \*COG Listen to tape of word lists
- 52.** \*COG Put English labels on physical objects
- 53.** \*COG Keep a vocabulary notebook
- 54.** \*MET Use English-language media (songs, movies, newscasts, etc.)
- 55.** \*MET Testing oneself with word tests
- 56.** \*MET Use spaced word practice
- 57.** MET Skip or pass new word
- 58.** MET Continue to study word over time

*(\*) marks that the strategy was not included in the original 1993 survey*

## APPENDIX II

### Statements of Vocabulary Learning Strategies (modified sentence form)

*a. Strategies for the discovery of a new word's meaning*

1. DET I analyze parts of speech of the new word to guess its meaning.
2. DET I analyze affixes and roots of the new word when guessing its meaning
3. DET I check for L1 cognate of the new word.
4. DET I analyze any available pictures and gestures accompanying the word.
5. DET I try to guess the meaning of the unknown word from textual context in which the word appears.
6. DET I use a bilingual dictionary to find out the meaning of the new word.
7. DET I use a monolingual dictionary to find out the meaning of the new word.
8. DET I learn the word through English Turkish wordlists.
9. DET I infer the meaning of the word from flash cards shown by the teacher in class.
10. SOC I ask the teacher for an L1 translation of the new word.
11. SOC I ask the teacher for a paraphrase or synonym of the new word.
12. SOC I ask the teacher for a sentence including the new word.
13. SOC I ask classmates for the meaning of the word.
14. SOC I discover the meaning of a new word through group work activity.

*a. Strategies for consolidating a word once it has been encountered*

15. SOC I study and practice meaning in a group in class or outside class.
16. SOC I keep wordlists/flashcards and my teacher checks students' flash cards or wordlists for accuracy.
17. SOC I try to use the new word in interactions with native-speakers.

18. MEM I study the new word with a pictorial representation of its meaning: through photographs, images or drawings.
19. MEM I study the word by forming an image of its meaning.
20. MEM I connect the word meaning to a personal experience.
21. MEM I associate the word with its coordinates (related words).
22. MEM I connect the word to its synonyms and antonyms.
23. MEM I use semantic maps (word trees) to consolidate the meaning of a word.
24. MEM I use 'scales' for gradable adjectives.
25. MEM I use some memory enhancement techniques such as the Peg Method to learn the words. In other words, I associate the words with nouns that rhyme with the numbers.
26. MEM I use some memory techniques such as the Loci Method which uses visualization to organize and recall information. For example, I remember the words by visualizing their locations or place.
27. MEM I group words together to study them; i.e. I relate the new word to other words from the same class, same meaning or same family.
28. MEM I group words together spatially on a page or notebook by forming geometrical patterns like columns, squares, triangles, circles...etc.
29. MEM I use new words in sentences to consolidate their meaning.
30. MEM I group words together within a storyline, i.e. "cats", "like", "fish"; "ice-cream", "tastes", "good".
31. MEM I study the spelling of a word carefully.
32. MEM I study the sound of a word carefully.
33. MEM I say new word aloud when studying.
34. MEM I image word form to learn it thoroughly; i.e. the word "zoo" looks like the number "200".
35. MEM I underline initial letter of the word.
36. MEM I draw configuration of the word; in other words, I arrange the word in parts or letters and outline the word with lines.

37. MEM I use Keyword Method to learn the key word; for instance, I connect the English word to another word by sound.
38. MEM I analyze affixes and roots of the word to remember it.
39. MEM I analyze part of speech of the word (noun, verb, adjective, etc.) to remember it.
40. MEM I paraphrase the word's meaning to consolidate the word.
41. MEM I connect the word to cognates while studying. For instance, I connect English words of similar form and meaning in my first language such as taxi-taksi, cousin-kuzen, cactus-kaktüs.
42. MEM I learn the words of an idiom together as if they were just one word.
43. MEM I use physical action to learn a new word.
44. MEM I use semantic feature grids; for instance: car, train, plane=transportation; cat, dog, bird=pets.
45. COG I repeat the word verbally.
46. COG I write the word several times.
47. COG I use wordlists and revise them to consolidate their meaning.
48. COG I use flash cards with the representation of the word to consolidate meaning.
49. COG I take notes about the word in class.
50. COG I revise the vocabulary section in my textbook.
51. COG I listen to tapes of word lists.
52. COG I put English labels on physical objects to enhance memory of a word.
53. COG I keep a vocabulary notebook.
54. MET I use English-language media (songs, movies, newscasts, etc.)
55. MET I test myself with word tests.
56. MET I use spaced word practice to revise vocabulary. That is to say, I review words that I've learned in regular interval to enhance memorization.
57. MET I skip or pass the new word.
58. MET I continue to study word over time.

## APPENDIX III


### Statements of Vocabulary Learning Strategies (with explanations and examples)

#### a. What do you usually do to discover the meaning of an English word that you do not know?

1. DET I analyze parts of speech of the new word to guess its meaning. Take the sentence “I love soursop.” as an example. Though “soursop” is a new word for me, I analyze that “love” should be followed by a noun. Therefore, I can guess that “soursop” should be a noun for something.
2. DET I analyze the meanings of affixes and roots of the new word to when guessing its meaning. For instance, the root “teach” with the affix “-er” (person) becomes “teacher” (a person who teaches); the root “happy” with the affix “-un” (negative) becomes “unhappy” (negative of happy).
3. DET I check for L1 cognate of the new word. For example, I try to link the English word to a Turkish word that reminds me of the former’s form and meaning, e.g. doctor–doktor; train-tren.
4. DET I analyze any available pictures and gestures accompanying the word.
5. DET I try to guess the meaning of the unknown word from textual context in which the word appears.
6. DET I use a bilingual dictionary to find out the meaning of the new word.
7. DET I use a monolingual dictionary to find out the meaning of the new word.
8. DET I learn the word through English Turkish wordlists.
9. DET I infer the meaning of the word from flash cards shown by the teacher in class. For example, I try to understand a word’s meaning by checking flash cards with Turkish on one side and English on the other side or with words on one side and pictures on the other side.

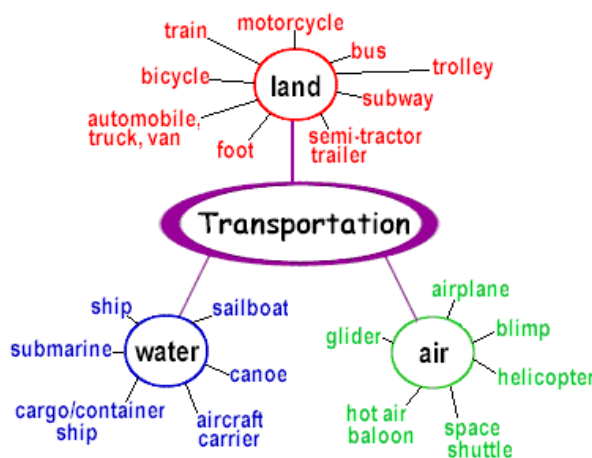
10. SOC I ask the teacher for an L1 translation of the new word. (English into Turkish)
11. SOC I ask the teacher for a paraphrase or synonym of the new word.
12. SOC I ask the teacher for a sentence including the new word.
13. SOC I ask classmates for the meaning of the new word.
14. SOC I discover the meaning of a new word through group work activity.

**b. What do you usually do to consolidate the learning of a word after discovering its meaning?**

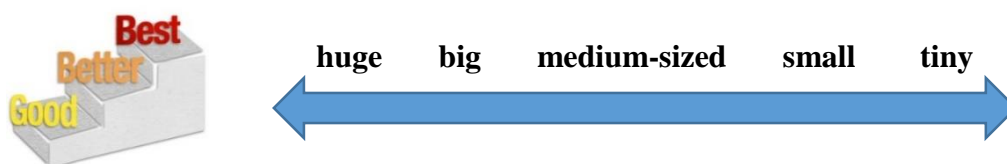
15. SOC I study and practice meaning in a group in class or outside class.
16. SOC I keep wordlists/flashcards and ask my teacher to check my flash cards or wordlists for accuracy.
17. SOC I try to use the new word in English conversations with native-speakers in order to practice the newly learned words.
18. MEM I study the new word with a picture representing its meaning: through photographs, images or drawings. For instance, I memorize the word “star” together with the icon .
19. MEM I study the word by forming a mental image in my mind. For example, I have a mental picture of a butterfly while practicing the word “butterfly”.
20. MEM I connect the word to a personal experience to remember it. For instance, I think of a scene of playing in the snow while practicing the word “snow”.
21. MEM I associate the new word to its related words. For instance, I note such words as “banana”, “cherry” and “apple” while studying the word “melon”; “cousin”, “uncle” and “sister” while studying the word “aunt”.
22. MEM I connect the word to its synonyms and antonyms. For example, while studying the word “beautiful”, I note its synonym “pretty” and antonym “ugly”.



23. MEM I use word trees as follows to consolidate the meaning of a word.



24. MEM I use ‘scales’ for gradable adjectives to remember them. For example,



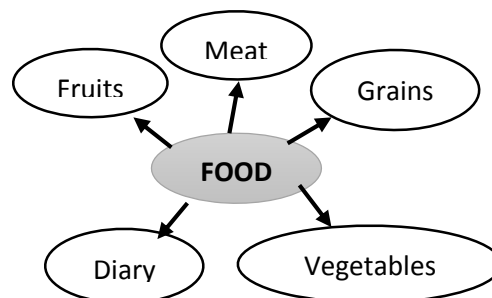
25. MEM I use some memory techniques to learn the words such as grouping irrelevant new words together with a rhyme and with the numbers. For example, I want to memorize four words: “rose”, “duck”, “candle” and “flag”, I associate these words to the rhyme: one is a gun, two is a shoe, three is a tree, four is a door. Then, I imagine that there is a rose fired from a gun; a duck wearing a shoe; a candle growing from a tree; and a flag hung on the door.

26. MEM I use some memory techniques like remembering new words by visualizing their locations or place. For example, if I want to study the words “ball”, “plate”, and “carpet”, I imagine that in my living room there is a ball on the sofa, a plate on the table in my kitchen, a carpet on the floor in my bedroom.

27. MEM I group new words together to study them. For instance, I relate the new word to other words from the same class, same meaning or same family. I group “good”, “nice”, “fine” and “pleasant” together as a group having similar meanings; “horse”, “shark”, “tiger” and “rabbit” as a group representing animals; “pink”, “yellow”, “green” and “blue” as another group of words representing color.

28. \*MEM I group words together by noting the places where they appear on the page or by forming geometrical patterns like columns, squares, triangles, circles...etc.

Adjectives	Nouns	Verbs
big	business	make
best	job	get
social	work	need
new	people	want



29. MEM I use new words in sentences to consolidate their meaning.
30. MEM I group words together within a storyline, i.e. “cats”, “like”, “fish” or “ice-cream”, “tastes”, “good”.
31. MEM I study the spelling of a word carefully.
32. MEM I study the sound of a word carefully.
33. MEM I say new word aloud when studying.
34. MEM I image the form of a new word to learn it thoroughly. For instance, “zoo” looks like the number “200”.
35. MEM I underline initial letter of the word. For example, when I learn the word “pretty”, I underline the letter “p” in the sentence: She is kind and pretty.
36. MEM I note the form of a word and make the configuration of it. For example, “*watermelon*”.
37. MEM I think of a Turkish word that sounds like the new word and then think of a visual image combining the meaning of the new word and the meaning of the Turkish word. For instance, “children” sounds like “çıldırmaq” (Turkish, go crazy). I imagine that someone goes crazy because of the children.
38. MEM I analyze affixes and roots of the word to remember it. For instance, the affix “-un” means “negative” like in “unkind” and “-er” means “someone” like in “singer”.
39. MEM I analyze part of speech of the word (noun, verb, adjective, etc.) to remember it.
40. MEM I paraphrase the new word with the words I have learned. For example, “aunt” can be paraphrased as “my mother’s sister”.

41. MEM I connect the word to cognates while studying. For instance, I connect English words of similar form and meaning in my first language such as taxi-taksi, cousin-kuzen, cactus-kaktüs.
42. MEM I learn a new word together with an idiom associated with it. For example, I memorize the idiom “in the afternoon” when learning “afternoon” or “at the weekend” when learning “weekend”.
43. MEM I use physical action to enhance memorization of a new word. For example, when I learn the word “cry”, I do the action of crying.
44. MEM I use semantic grids. For instance, I associate “car”, “train”, “plane” with “transportation” or “cat”, “dog”, “bird” with “pets”.
45. COG I repeat the word verbally.
46. COG I write the word several times.
47. COG I use wordlists and revise them to consolidate their meaning.
48. COG I use flash cards with the representation of the word to consolidate meaning.
49. COG I take notes about the word in class.
50. COG I revise the vocabulary section in my textbook.
51. COG I listen to tapes of word lists.
52. COG I put English labels on physical objects to enhance memory of a word. For example, I would put the label “door” on the door.
53. COG I keep a vocabulary notebook to facilitate vocabulary learning.
54. MET I use English-language media such as songs, movies, newscasts, etc.
55. MET I test myself with word tests.
56. MET I review words that I have learned in regular interval to enhance memorization.
57. MET I skip or pass an unknown word which seems inessential for adequate comprehension of a passage.
58. MET I continue to study word over time.

## APPENDIX IV

### A Comparison between the Modified Vocabulary Learning Strategies and Schmitt's Taxonomy of Vocabulary Learning Strategies

Item no.	Schmitt's Taxonomy	Reasons for Modification / Modified Version
1	Analyze part of speech	The meaning of the strategy is too vague and may sound unfamiliar to the respondents so different kinds of part of speech of a word are given in parenthesis in the Turkish version of the questionnaire to facilitate respondents' comprehension.
		I analyze the part of speech (noun, verb, adjective, adverb, linker... etc.) of the new word to guess its meaning.
3	Check for L1 cognate	"L1 cognate" may be new to respondents so two examples are provided in the Turkish version of the questionnaire to facilitate respondents' comprehension.
		I check for L1 cognate of the new word. For example, doctor-doktor; train-tren...etc.
18	Study word with a pictorial representation of its meaning	The statement is vague so it is explained.
		I study the new word with a pictorial representation of its meaning: through photographs, images or drawings.
25	Peg Method	Peg Method is such a complicated strategy that respondents may not understand so it is interpreted and a detailed explanation of this method is given to facilitate their comprehension. In the Turkish version

		of the questionnaire the name of “Peg Method” is not mentioned, instead explained as a memory enhancement technique.
		I use some memory enhancement techniques to learn the words. For example, I associate the words with nouns that rhyme with the numbers.
26	Loci Method	Loci Method is too complicated for respondents to understand so it is interpreted and an example is given to facilitate their comprehension. In the Turkish version of the questionnaire the name of “Loci Method” is not mentioned, instead explained as a memory enhancement technique.
		I use some memory enhancement techniques which use visualization to organize and recall information. For example, I remember the words visualizing their location or place.
27	Group words together to study them	The statement is vague so an explanation is made.
		I group the words together to study them; i.e. I relate the new word to other words from the same class, same meaning or same family.
28	Group words together spatially on a page	The strategy is complicated so it is interpreted.
		I group the words together spatially on a page or notebook by forming geometrical patterns like columns, squares, triangles, circles...etc.
30	Group words together within a storyline	The strategy is too vague and may sound unfamiliar to the respondents so an example is given to facilitate respondents’ comprehension.
		I group words together within a storyline, i.e. “cats”, “like”, “fish”; “ice-cream”, “tastes”, “good”.

34	Image word form	The statement is vague so an example is given to facilitate respondents' comprehension.
		I image the word form to learn it thoroughly; i.e. the word "zoo" looks like the number "200".
36	Configuration	The idea of "configuration" may be new to respondents so it is paraphrased and an example is given to facilitate respondents' comprehension.
		I note the form of a word and make the configuration of it. For example, "I like <i>watermelon</i> ."
37	Use Keyword Method	"Keyword Method" may be new to respondents so it is paraphrased to facilitate respondents' comprehension.
		I use Keyword Method to learn the key word; for instance, I connect the English word to another word by sound.
39	Part of speech (remembering)	The strategy is vague and may sound unfamiliar to the respondents so different kinds of part of speech of a word are given in parenthesis in the Turkish version of the questionnaire to facilitate respondents' comprehension.
		I analyze the part of speech of the word (noun, verb, adjective, adverb, linker, etc.) to remember it.
40	Paraphrase the word's meaning	The statement is vague so an example is given to facilitate respondents' comprehension.
		I paraphrase the meaning of a word to consolidate the word. For example, "aunt" can be paraphrased as "my mother's sister."

41	Use cognates in study	<p>“Cognates” may be new to respondents so three examples are provided to facilitate respondents’ comprehension.</p>
		<p>I connect the word to its cognates while studying. For instance, I connect English words of similar form and meaning in my first language such as taxi-taksi, cousin-kuzen, cactus-kaktüs.</p>
42	Learn the words of an idiom together	<p>The statement is vague so an example is given to facilitate respondents’ comprehension.</p>
		<p>I learn a new word together with an idiom associated with it. For instance, I would memorize the idiom “in the afternoon” when learning the new word “afternoon”.</p>
43	Use physical action when learning a word	<p>The statement is vague so an example is given to facilitate respondents’ comprehension.</p>
		<p>I use physical action to enhance memorization of a new word. For example, when I learn the word “cry”, I would do the action of crying.</p>
44	Use semantic feature grids	<p>“Semantic feature grids” may be new to respondents so two examples are provided to facilitate respondents’ comprehension.</p>
		<p>I use semantic feature grids; for instance: car, train, plane=transportation; cat, dog, bird=pets.</p>
48	Flash cards	<p>“Flash cards” may be new to respondents so it is paraphrased.</p>
		<p>I use flash cards with the pictorial representation of the word to consolidate meaning.</p>
52		<p>The statement is vague so an example is given to facilitate respondents’ comprehension.</p>

	Put English labels on physical objects	I put English labels on physical objects to enhance memory of a word. For instance, I would put the label “door” on the door.
56	Use spaced word practice	“Spaced word practice” may be new to respondents so it is further paraphrased.
		I review the words that I’ve learned in regular interval to enhance memorization.



## APPENDIX V

### Demographic Information Form

Bu anket Ufuk Üniversitesi yüksek lisans öğrencisi Eda Aparı tarafından yürütülen **“Vocabulary Learning Strategies of students at Ufuk University / Ufuk Üniversitesindeki Öğrencilerin Kullandığı Kelime Öğrenme Stratejileri”** başlıklı tez çalışmasına yöneliktir. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınızda yer alan okullar ve kişiler ile ilgili bilgiler kesinlikle gizli tutulacaktır ve elde edilecek sonuçlar sadece akademik amaçlı kullanılacaktır. Ankete katılım tamamiyle gönüllülük esasına dayanmaktadır.

Bu çalışmayla yabancı dil eğitimi bilmine katkıda bulunulması arzulanmaktadır. Dolayısıyla bütün soruların eksiksiz olarak doldurulması, katkı sağlayacak bir değerlendirme adına oldukça büyük bir önem taşımaktadır. Fakat katılım sırasında sorulardan ya da herhangi bir başka nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz.

İlginiz için teşekkürlerimi sunarım.

Saygılarımla

Eda APARI

## I. Bölüm

### KİŞİSEL BİLGİLER

1. Cinsiyetiniz:       Kadın       Erkek

2. Yaşınız: .....

3. Mezun olduğunuz **lise türünüz:**

Yabancı Dille Eğitim veren

Yabancı Dille Eğitim vermeyen

4. Kaç yıldır İngilizce öğreniyorsunuz?

5 yıldan az

5-10 yıl

10 yıldan fazla

5. Son bir iki yıl içerisinde herhangi bir İngilizce kursuna/eğitime katıldınız mı?

Evet

Hayır

**Evet ise belirtiniz? .....**

6. Kelime öğrenmenin dil öğreniminde ne kadar önemli olduğunu düşünüyorsunuz?

(Lütfen 1'den 5'e kadar bir puan veriniz.)

**Hiç önemli değil**

**Çok önemli**

1

2

3

4

5

## APPENDIX VI

## English Version of the Questionnaire

## Part II: Statements of Vocabulary Learning Strategies

Please indicate your response to the following items:

**5 = always**

**4 = often**

**3 = sometimes**

**2 = rarely**

**1 = never**

<i>a. <u>Strategies for the discovery of the meaning of a new word</u></i>						
<b>DET 1</b>	I analyze the part of speech of the new word to guess its meaning.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DET 2</b>	I analyze the affixes and the root of the new word when guessing its meaning.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DET 3</b>	I check for the L1 cognate of the new word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DET 4</b>	I analyze any available pictures and gestures accompanying the word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DET 5</b>	I try to guess the meaning of the unknown word from the textual context in which the word appears.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DET 6</b>	I use a bilingual dictionary to find out the meaning of the new word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DET 7</b>	I use a monolingual dictionary to find out the meaning of the new word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DET 8</b>	I learn the word through English-Turkish wordlists.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>DET 9</b>	I infer the meaning of the word from the flash cards shown by the teacher in class.	5	4	3	2	1
<b>SOC 1</b>	I ask the teacher for the L1 translation of the new word.	5	4	3	2	1
<b>SOC 2</b>	I ask the teacher for a paraphrase or synonym of the new word.	5	4	3	2	1
<b>SOC 3</b>	I ask the teacher for a sentence including the new word.	5	4	3	2	1
<b>SOC 4</b>	I ask classmates for the meaning of the word.	5	4	3	2	1
<b>SOC 5</b>	I discover the meaning of a new word through group work activity.	5	4	3	2	1
<b><i>b. <u>Strategies for consolidating a word once it has been encountered</u></i></b>						
<b>SOC 6</b>	I study and practice the meaning of a word in a group in class or outside class.	5	4	3	2	1
<b>SOC 7</b>	I keep wordlists/flashcards and my teacher checks students' flash cards or wordlists for accuracy.	5	4	3	2	1
<b>SOC 8</b>	I try to use the new word in interactions with native-speakers.	5	4	3	2	1
<b>MEM 1</b>	I study the new word with a pictorial representation of its meaning: through photographs, images or drawings.	5	4	3	2	1
<b>MEM 2</b>	I study the word by forming an image of its meaning.	5	4	3	2	1
<b>MEM 3</b>	I connect the meaning of a word to a personal experience.	5	4	3	2	1
<b>MEM 4</b>	I associate the word with its coordinates (related words).	5	4	3	2	1
<b>MEM 5</b>	I connect the word to its synonyms and antonyms.	5	4	3	2	1
<b>MEM 6</b>	I use semantic maps (word trees) to consolidate the meaning of a word.	5	4	3	2	1

<b>MEM 7</b>	I use ‘scales’ for gradable adjectives.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 8</b>	I use some memory enhancement techniques such as the Peg Method to learn the words. In other words, I associate the words with nouns that rhyme with the numbers.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 9</b>	I use some memory techniques such as the Loci Method which uses visualization to organize and recall information. For example, I remember the words by visualizing their locations or place.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 10</b>	I group the words together to study them; i.e. I relate the new word to other words from the same class, same meaning or same family.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 11</b>	I group the words together spatially on a page or notebook by forming geometrical patterns like columns, squares, triangles, circles...etc.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 12</b>	I use new words in sentences to consolidate their meaning.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 13</b>	I group words together within a storyline, i.e. “cats”, “like”, “fish”; “ice-cream”, “tastes”, “good”.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 14</b>	I study the spelling of a word carefully.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 15</b>	I study the sound of a word carefully.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 16</b>	I say the new word aloud when studying.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 17</b>	I image the word form to learn it thoroughly; i.e. the word “zoo” looks like the number “200”.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 18</b>	I underline the initial letter of the word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 19</b>	I note the form of a word and make the configuration of it. For example, “I like <i>watermelon.</i> ”	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 20</b>	I think of a Turkish word that sounds like the new word and then think of a visual image combining the	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

	meaning of the new word and the meaning of the Turkish word. For instance, “children” sounds like “çıldırnak” (Turkish, go crazy). I imagine that someone goes crazy because of the children.					
<b>MEM 21</b>	I analyze the affixes and the root of the word to remember it.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 22</b>	I analyze the part of speech of the word (noun, verb, adjective, adverb, linker, etc.) to remember it	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 23</b>	I paraphrase the meaning of a word to consolidate the word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 24</b>	I connect the word to its cognates while studying. For instance, I connect English words of similar form and meaning in my first language such as taxi-taksi, cousin-kuzen, cactus-kaktüs.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 25</b>	I learn a new word together with an idiom associated with it.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 26</b>	I use physical action to enhance memorization of a new word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MEM 27</b>	I use semantic feature grids; for instance: car, train, plane=transportation; cat, dog, bird=pets	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COG 1</b>	I repeat the word verbally.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COG 2</b>	I write the word several times.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COG 3</b>	I use wordlists and revise them to consolidate their meaning.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COG 4</b>	I use flash cards with the representation of the word to consolidate meaning.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COG 5</b>	I take notes about the word in class.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COG 6</b>	I revise the vocabulary section in my textbook.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COG 7</b>	I listen to tapes of word lists.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>COG 8</b>	I put English labels on physical objects to enhance memory of a word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>COG 9</b>	I keep a vocabulary notebook.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MET 1</b>	I use English-language media (songs, movies, newscasts, etc.)	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MET 2</b>	I test myself with word tests.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MET 3</b>	I review the words that I've learned in regular interval to enhance memorization.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MET 4</b>	I skip or pass the new word.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>MET 5</b>	I continue to study the word over time.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

*Please specify any strategies that you use to learn vocabulary apart from the strategies mentioned above.*

.....  
.....  
.....  
.....

*Thank you very much for your time and cooperation.*

## APPENDIX VII

## Turkish Version Of The Questionnaire

## II. Bölüm: Kelime Öğrenme Stratejileri

Lütfen **kelime öğrenme stratejileri** ile ilgili **her** bir ifadeye katılım düzeyinizi, aşağıda verilen ölçek doğrultusunda belirtiniz.

**5 = Her zaman**

**4 = Sıklıkla**

**3 = Bazen**

**2 = Nadiren**

**1 = Hiçbir zaman**

Strateji Türü	<i>a. <u>Yeni bir kelimenin anlamını keşfetmek için kullanılan stratejiler</u></i>	Her zaman	Sıklıkla	Bazen	Nadiren	Hiçbir zaman
<b>DET 1</b>	Bir kelimenin anlamını tahmin edebilmek için kelimenin türünü (isim, fiil, sıfat, zarf, bağlaç...vb.) analiz ederim.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DET 2</b>	Bir kelimenin anlamını tahmin ederken kelimenin kökünü ve aldığı ekleri analiz ederim.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>



<b>DET 3</b>	Bilmediğim kelimenin ana dildeki kökteşini araştırırım. Örneğin, doctor-doktor; train-tren...vb.	5	4	3	2	1
<b>DET 4</b>	Kelimenin yanındaki resimleri ve kelime söylenirken yapılan jest ve mimikleri analiz ederim.	5	4	3	2	1
<b>DET 5</b>	Bilmediğim kelimenin anlamını bulunduğu parça bütünlüğüne bakarak tahmin etmeye çalışırım.	5	4	3	2	1
<b>DET 6</b>	Kelimenin anlamını bulmak için Türkçe-İngilizce veya İngilizce-Türkçe bir sözlük kullanırım.	5	4	3	2	1
<b>DET 7</b>	Kelimenin anlamını bulmak için İngilizce-İngilizce bir sözlük kullanırım.	5	4	3	2	1
<b>DET 8</b>	Kelimeyi İngilizce'den Türkçe'ye kelime listeleri oluşturarak öğrenirim.	5	4	3	2	1
<b>DET 9</b>	Kelimenin anlamını öğretmenin sınıfta gösterdiği resimli kartlardan çıkarırım.	5	4	3	2	1
<b>SOC 1</b>	Öğretmenime yeni kelimenin Türkçe karşılığını sorarım.	5	4	3	2	1
<b>SOC 2</b>	Öğretmenime yeni kelimenin açıklamasını veya eşanlamını sorarım.	5	4	3	2	1
<b>SOC 3</b>	Öğretmenimden öğrendiğim yeni kelimeyle ilgili örnek cümle vermesini isterim.	5	4	3	2	1
<b>SOC 4</b>	Kelimenin anlamını sınıf arkadaşlarıma sorarım.	5	4	3	2	1
<b>SOC 5</b>	Kelimenin anlamını sınıfta yapılan grup etkinlikleriyle öğrenirim.	5	4	3	2	1

<b><i>b. Öğrenilen kelimeyi pekiştirmek için kullanılan stratejiler</i></b>						
<b>SOC 6</b>	Kelimenin anlamını sınıf içinde veya sınıf dışında bir grupta beraber çalışır ve pratiğini yaparım.	5	4	3	2	1
<b>SOC 7</b>	Kelime listesi veya resimli kartlar kullanırım ve öğretmenim bunların doğruluğunu kontrol eder.	5	4	3	2	1
<b>SOC 8</b>	Öğrendiğim kelimeyi anadili İngilizce olan kişilerle iletişim kurarken kullanmaya çalışırım.	5	4	3	2	1
<b>MEM 1</b>	Yeni öğrendiğim kelimeyi çalışırken kelimenin anlamını betimleyen fotoğraflar, resimler ve çizimlerden yararlanırım.	5	4	3	2	1
<b>MEM 2</b>	Kelimeyi, onun anlamını yansıtan resimler aracılığıyla çalışırım.	5	4	3	2	1
<b>MEM 3</b>	Kelimeyi yaşanmış bir olayla ilişkilendiririm.	5	4	3	2	1
<b>MEM 4</b>	Kelimeyi onunla bağlantılı olan diğer kelimelerle ilişkilendiririm.	5	4	3	2	1
<b>MEM 5</b>	Kelimeyi eş ve zıt anlamlılarıyla beraber çalışırım.	5	4	3	2	1
<b>MEM 6</b>	Kelimenin anlamını pekiştirmek için kelime ağaçları kullanırım.	5	4	3	2	1
<b>MEM 7</b>	Derecelendirilebilir sıfatlar için ölçek/skala kullanırım.	5	4	3	2	1
<b>MEM 8</b>	Kelimeleri sırasıyla öğrenmek için hafıza arttırıcı teknikler kullanırım. Örneğin, kelimeleri sayılarla kafiyeli olan isimlerle ilişkilendiririm.	5	4	3	2	1

<b>MEM 9</b>	Bilgileri hatırlamak ve düzenlemek için görselleştirme teknikleri kullanırım. Örneğin, kelimeleri, buldukları yeri gözümde canlandırarak hatırlarım.	5	4	3	2	1
<b>MEM 10</b>	Kelimeleri çalışırken gruplara ayırırım. Örneğin, yeni öğrendiğim kelimeyi onunla aynı kelime ailesinden gelen veya aynı anlamlı kelimelerle ilişkilendiririm.	5	4	3	2	1
<b>MEM 11</b>	Kelimeleri sayfaya veya defterime geometrik şekiller (sütun, kare, üçgen, daire, vs...) yardımıyla gruplandırırım.	5	4	3	2	1
<b>MEM 12</b>	Anlamalarını pekiştirmek için yeni kelimeleri cümle içinde kullanırım.	5	4	3	2	1
<b>MEM 13</b>	Bazı kelimeleri hikâye yazar gibi veya anlamlı bir bütün oluşturacak biçimde beraber gruplarım. Örneğin, “cats”, “like”, “fish”; “ice-cream”, “tastes”, “good”.	5	4	3	2	1
<b>MEM 14</b>	Kelimenin yazılışını dikkatlice çalışırım.	5	4	3	2	1
<b>MEM 15</b>	Kelimenin söylenişini dikkatlice çalışırım.	5	4	3	2	1
<b>MEM 16</b>	Kelimeyi yüksek sesle söyleyerek çalışırım.	5	4	3	2	1
<b>MEM 17</b>	Kelimenin yazılışını iyice öğrenmek için imgelerle bağdaştırırım. Örneğin, “zoo” kelimesi “200” sayısına benzemektedir.	5	4	3	2	1
<b>MEM 18</b>	Kelimenin baş harfinin altını çizerim.	5	4	3	2	1
<b>MEM 19</b>	Kelimeyi farklı biçimlerde yazarak çalışırım. Örneğin, “watermelon” kelimesini çalışırken şu şekilde yazarım: “I like <i>watermelon.</i> ”	5	4	3	2	1

<b>MEM 20</b>	Anahtar kelimeleri öğrenmek için bazı hafıza teknikleri kullanırım. İngilizce kelimenin okunuşunu Türkçe'deki başka kelimelerle ilişkilendiririm. Örneğin, “children” kelimesini Türkçe'deki “çıldırmaq” kelimesi ile bağdaştırırım.	5	4	3	2	1
<b>MEM 21</b>	Kelimeyi hatırlamak için kelimenin aldığı ekleri ve kökünü incelerim.	5	4	3	2	1
<b>MEM 22</b>	Kelimeyi hatırlamak için kelimenin türünü (isim, fiil, sıfat, zarf...vb.) analiz ederim.	5	4	3	2	1
<b>MEM 23</b>	Kelimeyi pekiştirmek için anlamını farklı kelimelerle açıklarım. Örneğin, “aunt” kelimesini “my mother’s sister” olarak açıklarım.	5	4	3	2	1
<b>MEM 24</b>	Çalışırken kelimeyi ana dildeki kökteşiyile bağdaştırırım. Örneğin, kelimeyi anadilimde formu ve anlamı benzer kelimelerle ilişkilendiririm. (taxi-taksi, cousin-kuzen, cactus-kaktüs...vb. )	5	4	3	2	1
<b>MEM 25</b>	Bir kelimeyi öğrenirken onunla beraber kullanılan ifadelerle birlikte öğrenirim. Örneğin, “afternoon” kelimesini “in the afternoon” öbeği ile öğrenirim.	5	4	3	2	1
<b>MEM 26</b>	Yeni bir kelimeyi öğrenmek için fiziksel hareketlerden yararlanırım. Örneğin, “cry” kelimesini öğrenirken ağlama hareketi yaparım.	5	4	3	2	1
<b>MEM 27</b>	Kelimeleri anlamlarına göre gruplandırırım veya ortak özelliklerine göre sınıflandırırım. Örneğin, car, train, plane=transportation; cat, dog, bird=pets, ...vb	5	4	3	2	1

<b>COG 1</b>	Kelimeyi sözlü olarak tekrarlarım.	5	4	3	2	1
<b>COG 2</b>	Kelimeyi birçok kez yazarım.	5	4	3	2	1
<b>COG 3</b>	Kelimelerin anlamlarını pekiştirmek için kelime listeleri hazırlar ve bunları tekrar ederim.	5	4	3	2	1
<b>COG 4</b>	Kelimelerin anlamlarını pekiştirmek için üzerinde kelimeyi anlatan resimlerin olduğu kartlardan faydalanırım.	5	4	3	2	1
<b>COG 5</b>	Sınıfta kelimeyle ilgili notlar alırım.	5	4	3	2	1
<b>COG 6</b>	Kitabımdaki kelime bölümünü tekrar ederim.	5	4	3	2	1
<b>COG 7</b>	Kelime listelerini kayıttan dinlerim.	5	4	3	2	1
<b>COG 8</b>	Bir kelimeyi daha iyi aklımda tutabilmek için nesnelerin İngilizce anlamlarını yazıp üzerlerine yapıştırırım. Örneğin, kapının üzerine “door” etiketini asarım.	5	4	3	2	1
<b>COG 9</b>	Kelime defteri turarım.	5	4	3	2	1
<b>MET 1</b>	İngilizce video, film ve şarkılardan faydalanırım.	5	4	3	2	1
<b>MET 2</b>	Kendimi kelime sınavları yaparak denerim.	5	4	3	2	1
<b>MET 3</b>	Kelimeleri daha iyi aklımda tutabilmek için düzenli aralıklarda tekrar ederim.	5	4	3	2	1
<b>MET 4</b>	Yeni kelimeyi öğrenmeden geçerim.	5	4	3	2	1
<b>MET 5</b>	Belli zamanlarda kelime çalışmaya devam ederim.	5	4	3	2	1

**\*\*\*Eğer ankette yer almayan uyguladığınız bir kelime öğrenme tekniğiniz varsa lütfen belirtiniz.**

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**Ankete katılıp zaman ayırdığınız için teşekkür ederim.**

## APPENDIX VIII

### Interview Questions

- 1. Kelime öğrenmenin dil öğreniminde ne kadar önemli olduğunu düşünüyorsunuz? Neden önemli olduğunu düşünüyorsunuz? Lütfen açıklayınız.**

*How important do you think vocabulary learning in the language learning process? Why do you think it is important?*

- 2. Sınıfta veya evde çalışırken anlamını bilmediğiniz bir kelime ile karşılaştığınızda ne yapıyorsunuz? Yeni bir kelimenin anlamını öğrenmek için kullandığınız stratejiler var mı? Varsa, lütfen açıklayınız.**

*What do you do when you encounter an unknown word in class or while studying at home? Do you have any strategies to discover the meaning of a new word? If yes, please explain.*

- 3. Anlamını öğrendiğiniz yeni kelimeleri nasıl hatırlıyorsunuz? Daha önce öğrendiğiniz kelimeleri hatırlamak için kullandığınız stratejiler var mı? Varsa, lütfen açıklayınız.**

*How do you remember newly-learned words? Do you have any strategies that help you remember the meaning of previously-learned vocabulary items? If yes, please explain.*

## APPENDIX IX

### Student Interviews

**SORU 1. Kelime öğrenmenin dil öğreniminde ne kadar önemli olduğunu düşünüyorsunuz? Neden önemli olduğunu düşünüyorsunuz?**

#### 1.ÖĞRENCİ

Kelime öğreniminin ilk olarak dil öğreniminde çok önemli olduğunu düşünüyorum. Ne kadar kelime bilgisine sahip olursan, o kadar daha düzgün ve daha mantıklı cümleler kurabiliyorsun. Kelime bilgisi ne kadar fazla olursa, o kadar fazla cümle kurabiliriz ve örnekleme yapabiliriz. Bu nedenlerden dolayı kelime benim için önemlidir.

#### 2. ÖĞRENCİ

Kelime öğrenmenin dil öğreniminde çok önemli olduğunu düşünüyorum çünkü bir cümlenin anlamını çıkarmaya çalışırken kelimelerin anlamını bilmenin gramerden daha önemli olduğunu düşünüyorum. Ben bu şekilde yapıyorum, bu nedenle çok önemli.

#### 3. ÖĞRENCİ

Kelime öğrenmenin İngilizce’de gramerden bir tık daha önemli olduğunu düşünüyorum. Her ne kadar grameri iyi bilsek de, kelimelerin anlamını bilmediğimiz zaman cümlenin anlamını da tam olarak anlayamıyoruz. Cümleleri Türkçe’ye çevirmeye çalıştığımızda eğer kelimelerin anlamını bilmiyorsam cümleyi anlayamıyorum. Bu nedenle kelime öğrenmenin önemli olduğunu düşünüyorum.

#### 4. ÖĞRENCİ

İngilizce de cümleyi kelimeler oluşturur, konuşmaları ve diyalogları da cümleler oluşturur, bu nedenle İngilizce öğrenirken olmazsa olmaz olan kelimedir. İletişim için kelime bilgisi anahtar faktördür.

#### 5. ÖĞRENCİ

Kelime öğrenmenin dil öğrenmede kilit noktada olduğunu düşünüyorum çünkü ne kadar çok kelime bilsek bildiğimiz kelimelerle tamamlayarak cümlelerin anlamını çıkartabiliriz,

böylece grameri de anlayabiliriz. Özellikle, 3000-4000 civarında temel kelimeleri bildiğimiz zaman gramerin de ben otomatik olarak çözüleceğini düşünüyorum çünkü çok fazla örnek cümle ve kelime gördüğümüzde, gramerin çok fazla problem oluşturacağını düşünmüyorum.

## 6. ÖĞRENCİ

Bence kelime tüm dilleri öğrenirken en önemli noktalardan bir tanesi çünkü kelime bilmeden bir dil öğrenilmez çünkü gramer ve writing gibi becerileri yapamayız. Grameri tek başına öğrenmenin kelime bilmeden bir anlamı olmuyor.

### **Bunun İngilizce için de doğru olduğunu düşünüyor musun?**

Evet, kelime gerçekten tüm dilleri öğrenirken çok önemli.

## 7. ÖĞRENCİ

Çok önemli olduğunu düşünüyorum çünkü gramer bilsek de eğer kelime öğrenmezsek o cümleyi anlayamayız ve sınavda yapamayız. Bu yüzden dil öğrenmek için kelime öğrenmek gerekli. Yurt dışına çıkmak bu yüzden önemli çünkü bir sürü kelime öğreniyoruz ve bununla birlikte kendimize güven geliyor; bir kelime gördüğümüzde onu anlayabiliyoruz ve bunun devamını getirebiliyoruz. Ne kadar gramer bilsek de eğer o cümleyi anlayamazsak, onu dökemeyiz.

## 8. ÖĞRENCİ

Kelime öğrenmek çok önemli, özellikle yabancı bir dili öğrenirken çok önemli. Örneğin, gramer bilmiyorsan o kelimeyi cümlede kullanarak , gramer eksikliğini kapatabiliyorsun. Ne kadar fazla kelime biliyorsan, cümleler hem daha akıcı oluyor, hem de karşı tarafın anlaması için daha kolay oluyor. Yurt dışına gittiğinde de, bir cümle kuramadığında bile kelime kullanınca ne demek istediğini çıkarabiliyorsun. Türkçe’de de öyle, ne kadar çok kelime kullanırsan gramerin de o kadar çok düzeliyor.

## 9. ÖĞRENCİ

Kelime dilin temeli, kelime olmazsa dil konuşamayız, şu an benim konuştuğum gibi. Eğer bir kelimenin anlamını bilmiyorsak, derdimizi anlatmak için ne kadar cümle yapısı da telafuz da bilsek, cümleyi anlayamayız. Kelime cümlelerin temel yapısıdır ve çok önemli olduğunu düşünüyorum.

## 10. ÖĞRENCİ



Kelime zaten İngilizce’de başlı başına çok önemli. İngilizce’nin temel taşı bence kelime. Ben şimdiye kadar hep gramerde iyi oldum, kelime bilgim çok iyi olmadı, hafızam da çok kötü bu nedenle çoğu zaman sıkıntı çekiyorum. İngilizce’de konuşma ve yazma becerim kötü çünkü kelime bilmiyorum. Kelime gerçekten çok önemli İngilizce’de, kelime bilgin olmazsa hiçbir şey olmuyor. Gramer oluyor çünkü gramer kurallara bağlı birşey, kuralı olursa yapabilirsin ama diğer becerileri kelime bilgisi olmazsa yapamazsın. Örneğin, okuma becerisi de kelimeye bağlı, parçadaki kelimeleri anlamazsan, ne parçayı anlayabilirsin ne de sorularını cevaplayabilirsin, hiçbir şey yapamazsın. Bu nedenle kelimenin çok önemli olduğunu düşünüyorum.

**SORU 2. Sınıfta veya evde çalışırken anlamını bilmediğiniz bir kelime ile karşılaştığınızda ne yapıyorsunuz? Yeni bir kelimenin anlamını öğrenmek için kullandığınız stratejiler var mı? Varsa, lütfen açıklayınız.**

### 1. ÖĞRENCİ

İlk olarak, Türkçe-İngilizce sözlükten yardım alıyorum, kelimenin anlamına bakıyorum. Eğer aradığım anlamı sözlükte bulamazsam, bazen bulunmuyor, ablam, arkadaşlarımdan ya da öğretmenimden yardım alıyorum.

### 2. ÖĞRENCİ

İlk başta, Türkçe sözlükten kelimenin anlamına bakıyorum. Sonra, ilkokuldan gelen bir alışkanlığım var: kelime ile Türkçesini 10’ar kez yazıyorum, ezberleyene kadar. Böyle yaparak kelimenin daha iyi aklımda kaldığını düşünüyorum.

### 3. ÖĞRENCİ

**Sınıfta anlamını bilmediğin bir kelime ile karşılaştığında ne yapıyorsun?**

Sınıfta bilmediğim bir kelimeyle karşılaştığımda genellikle ya hocama sorarım ya da kolay birşey olduğunu düşünüyorsam yanımdaki arkadaşıma sorarım.

**Peki, evde anlamını bilmediğin bir kelime ile karşılaştığında ne yapıyorsun?**

Evde bilmediğim bir kelimeyle karşılaştığımda bir sözlük kullanarak kelimenin anlamını öğrenmeye çalışıyorum; görmem yeterli oluyor açıkçası.

**Nasıl bir sözlük?**

İngilizce-Türkçe bir sözlük kullanıyorum genellikle.

#### **Sözlük olmadığı zamanlarda kelimenin anlamını nasıl anlamaya çalışıyorsun?**

Sözlük kullanmadığım zamanlarda ise bilmediğim kelimenin anlamını anlayabilmek için kelimenin aldığı eklere veya köküne bakarak anlamaya çalışıyorum. Örneğin, ‘beauty’ kelimesinin anlamını ‘beautiful’ kelimesinden tahmin etmeye çalışıyorum. Bazı kelimelerin anlamlarını keşfetmek bu şekilde çok rahat olabiliyor. Sonra da kelimeleri cümle içinde kullanıyorum.

#### **4. ÖĞRENCİ**

Anlamını bilmediğim bir kelimeyi gördüğümde ilk olarak başka bir kelimeye benzeyip benzemediğine bakıyorum ve bir anlam çıkartabiliyormuyum diye bakıyorum.

#### **Nasıl bir benzerlik arasın?**

Örneğin, köküne bakarım. Yabancı filmlerden gelen bir kulak dolgunluğu olduğu için oradan bir anlam çıkartabilirmiyim diye bir bakıyorum öncelikle. Eğer anlamını bu şekilde tahmin edemezsem İngilizce-Türkçe sözlükten anlamına bakarım. Anlamını bir de cümle içinde kullanırım. Bu şekilde kelimenin anlamını aklımda tutmaya çalışırım.

#### **Bir film ya da dizi izlerken anlamını bilmediğin kelime ile karşılaştığında anlamını nasıl anlıyorsun?**

Türkçe altyazılı izlerken kelimenin anlamını altyazıdan bulabiliyorum. Sözlüğe bakmadan da anlamını çıkartabildiğim kelimeler de oluyor.

#### **5. ÖĞRENCİ**

Çeşitli stratejiler var. Bilmediğim bir kelime ile karşılaştığımda ilk olarak cümleyi inceliyorum, bilmediğim kelimenin anlamını parçanın bütününe göre çıkartmaya çalışıyorum. Bu şekilde kendimi zorlamam bana daha fazla fayda sağlıyor. Kelimenin anlamını çıkartırken köküne, aldığı eklere ve cümlenin bütününe dikkat etmeye çalışıyorum. Çalışırken de kelimeyi hatırlatması için eş anlamlılarını çıkarmaya ve benzer kelimeleri çıkarmaya çalışıyorum.

#### **6. ÖĞRENCİ**

İlk önce cümlenin bütününe bakıyorum, cümledeki diğer kelimelerin anlamını biliyorsam, bilmediğim kelimenin anlamını çıkarmaya çalışıyorum. Eğer tam anlamını bulamadıysam sözlüğe bakıyorum.

### **Nasıl bir sözlük kullanmayı tercih ediyorsun?**

Hem İngilizce-Türkçe hem de İngilizce- İngilizce sözlüğe bakıyorum çünkü kelimenin İngilizce açıklamalarına bakıyorum ki göz aşinalığım olsun diye. Yeni bir kelimenin anlamını öğrenmek için de sürekli cümlelere bakıyorum, paragrafa bakıyorum.

### **7. ÖĞRENCİ**

Mesela, ilk gördüğümde, eğer biraz kolay gibi geldiyse veya onu sınıfta duymuşsam veya çağrışım yaptıysa, onu ümleden çıkarmaya çalışıyorum. Ama eğer zorlandıysam bir iki dakika düşündükten sonra eğer yanımda sözlük veya telefonum yoksa arkadaşına soruyorum. Eğer arkadaşım da bilemezse –zaten o da merak ediyor- o zaman beraber hocaya soruyoruz.

### **8. ÖĞRENCİ**

Eğer sınıftaysam önce arkadaşına soruyorum, eğer arkadaşım da bilmiyorsa, sözlükten bakıyorum. Bunu öğrendikten sonra bir çok kelime ile bağdaştırarak anlamaya çalışıyorum.

### **Cümledeki diğer kelimelerle bağdaştırmaya mı çalışıyorsun?**

Evet, bunların dışında, sürekli karşılaştığım bir kelime ise zaten bir süre sonra aklıma geliyor.

### **9. ÖĞRENCİ**

Eğer yeni bir kelimeyi görmüşsem asla yazmam, eğer bir yerde yazılı olarak karşıma çıkıcaksa nasıl yazıldığını öğrenmek için yazarım. Ama yazarak çalışmayı ve öğrenmeyi kavrayamıyorum. Benim çocukluk arkadaşım var, bizim beraber bir hayalimiz var, yurtdışına gitmek. Sürekli onunla konuşuyorum ve yeni kelimeyi öyle aklıma kazımaya çalışıyorum. Ama eğer bir yerde karşıma gelecekse nasıl yazıldığını öğrenmek için not alırım.

### **Anlamını bilmediğim bir kelime karşıma çıktığında ilk olarak ne yapıyorsun?**

Anlamını bilmediğim bir kelime ilk defa karşıma çıktığında önce sözlük kullanıyorum.

### **Nasıl bir sözlük kullanıyorsun?**

İlk olarak, İngilizce-Türkçe bir sözlük, sonra da eşanlamlılarını öğrenmek için İngilizce-İngilizce sözlük kullanıyorum ya da eğer sözlük yoksa cümlenin yapısından çıkartmaya çalışıyorum.

### **10. ÖĞRENCİ**

Sınıfta anlamını bilmediğim bir kelime ile karşılaştığımda, benim telefonumda kendi sözlüğüm yok bu nedenle ilk olarak yanımdaki arkadaşına soruyorum, eğer o da bilmiyorsa

sözlüğüne bakmasını istiyorum, eğer sözlükte de aradığımız kelimeyi bulamazsak hocaya soruyorum ve kelimenin anlamını yanına hemen not ediyorum. Evde ise, ilk önce internetteki sözlüklere bakıyorum.

### **Nasıl sözlükler kullanıyorsun?**

İngilizce-Türkçe sözlük bana daha kolay geliyor, kelime bilgim çok iyi olmadığı için İngilizce-İngilizce sözlükten kelimenin karşılığını da anlayamıyorum.

**SORU 3. Anlamını öğrendiğiniz yeni kelimeleri nasıl hatırlıyorsunuz? Daha önce öğrendiğiniz kelimeleri hatırlamak için kullandığınız stratejiler var mı? Varsa, lütfen açıklayınız.**

### **1.ÖĞRENCİ**

Daha önce öğrendiğim kelimeleri hatırlamak için kullandığım belli stratejiler var. Mesela, öğrendiğim İngilizce kelimeleri ve Türkçe anlamlarını önlü arkalı olacak şekilde küçük kağıtlara yazıp pekiştiriyorum ve her kelimeyi 10’ar kez defterime not alarak ezberlemeye çalışıyorum. Ayrıca, ses kaydı yapmaya çalışıyorum, ses kaydı yapıp, onu dinleyip, kelimeleri öyle aklımda tutmaya çalışıyorum.

### **2. ÖĞRENCİ**

Ayrıca, kelimenin anlamını aklımda tutabilmek için bazı hafıza tekniklerim var. Örneğin, küçükken “between” kelimesinin anlamını hatırlamak için “ ‘w’ ile ‘n’ arasında iki ‘e’ var” diye tekrarlayıp kelimenin anlamını bu şekilde aklımda tutuyordum.

### **Bir kelimenin anlamını hatırlamak için başka ne gibi yöntemlerin var?**

Bunlara ek olarak, çok fazla yabancı dizi izliyorum ve bu dizilerde daha önceden öğrendiğim kelimelere kulak aşinalığı olduğu zamanlar kelimeleri hatırlıyorum.

### **Başka aklına gelen yöntemler var mı?**

Yok, hayır.

### **3. ÖĞRENCİ**

Abim de İngilizce öğretmeni olduğu için onunla bazen konuşuyoruz, bu konularda fikir alışverişinde bulunuyorum. Yeni öğrendiğim kelimeleri tekrardan cümle içerisinde kullanıyorum.

**Bu cümleler kendi kurduğun cümleler mi?**

Evet, kendi kurduğum cümleler oluyor.

**Abime soruyorum dedin, peki ağabeyin seni öğrendiğin kelimelerle ilgili farklı sınavlara tabi tutuyor mu?**

Bazen beni küçük kelime testlerine tabi tutuyor. Orada bilmediğim kelimeler olursa onları tekrar öğretiyor. Ağabeyime öğrendiğim kelimeleri (10-15 tane) bir liste halinde veriyorum ve o da bir hafta sonra haberim yokken bu listeyi önüme koyuyor ve kelimelerin Türkçe anlamlarını yazmamı istiyor. Yapamadıklarım varsa, bu kelimelerin anlamlarına sözlükten tekrar bakarak öğreniyorum ve tekrar ediyorum. Bu testler sonucunda, eğer bilmediğim kelimeler olduğunu farkederse tekrar öğretiyor. Yeni öğrendiğim kelimeleri pekiştirmek için bu kelimeleri cümle içerisinde kullanıyorum.

**4. ÖĞRENCİ**

Yeni kelimeleri öğrendiğim zaman öncelikle cümle içinde kullanıyorum. Yeni kelimelerin de bir kulak dolgunluğu oluyor dizi ve filmlerden.

**Anlamını tahmin etmene yardımcı oluyor mu?**

Evet, öğrendiğim kelimeleri izlediğim film veya dizilerde tekrar duyduğumda anlamını daha iyi pekiştirdiğime inanıyorum.

**Peki, bu kelimeleri nasıl hatırlıyorsun?**

Kelimelerin yazılışlarını hatırlamak için kelimeyi yazıldığı gibi okuyorum. Örneğin, 'language' kelimesini yazıldığı gibi okuyorum ve böylece yazılışını ve anlamını daha iyi öğreniyorum. Bu durum kelimeyi telafuz ederken kafamda karışıklığa yol açmıyor.

**Kelimeleri hatırlamak için başka yöntemlerin var mı?**

Kelime daha dikkat çekici olsun diye yeni öğrendiğim kelimeleri daha iyi hatırlayabilmek ve ayırt edebilmek için kelimeyi yazarken genellikle daha kalın yazarım.

**5. ÖĞRENCİ**

Yeni öğrendiğim kelimeler için kendime özel cümleler kurmaya çalışıyorum, kendimen birşeyler katarak bu cümleleri kuruyorum, böylece pekiştirmiş oluyorum. Aynı zamanda, kelimeleri öğrenirken hatırlamak için çok sevdiğim bir aktivitede öğrenmeye çalışıyorum.

**Bir örnek verebilir misin?**

Örneğin, sıfatları çalışırken spor izlemeyi sevdiğim için tenis maçını izleyerek teniste kullanılan veya bir tenisçi için kullanılan çeşitli sıfatlara dikkat ediyorum, bu şekilde daha fazla dikkatimi çektiği için daha fazla öğrendiğimi düşünüyorum.

### **Kelimeleri öğrenirken nasıl öğreniyorsun?**

Bunlara ilaveten, kelimeleri ezberlerken kalıp olarak ezberlemeye özen gösteriyorum çünkü tek halde ezberlediğimiz zaman kalıcı olmuyor, çok geçicibir ezber oluyor, sadece bir gün sonrasındaki sınava çalışmak gibi oluyor. Ama cümle kalıbı halinde ezberlediğimiz zaman gerçekten kelimeleri unutmadığımı görüyorum. Zamanında kelimeleri kağıtlara yazarak çalıştım, bu benim için faydalı olmadı, kendi cümlelerimi kurduğum zaman daha iyi hatırladığımı gördüm. Örneğin, 'kind' kibar anlamına geliyor, bu kelimeyi ezberlerken, 'çok kibasın' cümlesini 'you're very kind' yerine 'That's very kind of you' veya 'It's very kind of you' cümle kalıbıyla ezberliyorum. Böylece hem cümle kalıbı aklımda kalıyor hem de 'kind' kelimesi ezberimde kalıyor.

### **6. ÖĞRENCİ**

Yabancı arkadaşlarım çok olduğu için onlarla İngilizce konuşuyorum ve onlarla konuşurken yeni öğrendiğim kelimeleri cümle içinde farklı şekillerde kullanıp aklımda tutuyorum ve böyle öğreniyorum. Genellikle sınavlara çalışırken hep yazarım ama kelime defteri tutmam; çoğunlukla cümle yazarım. Böylelikle aklımda tutarım. Tek başına ezberleyince, unutulabiliyor; bu nedenle cümle yazarak göz aşinalığım oluyor hem de aklımda daha kalıcı oluyor.

### **7. ÖĞRENCİ**

Zaten ben yazan bir insanım, bu yüzden eğer birşey öğrendiysem ya dışımdan tekrar ederim ya da bir defter tutar ve buna yazarım. O yüzden yeni bir kelime öğrendiysem; hani söz uçar yazı kalır; sürekli not alırım ve bunu devam ettiririm; öyle aklımda kalır.

### **8. ÖĞRENCİ**

Ben sürekli yazarım; önce İngilizce anlamını yazarım, yine anlamıyorsa kelimenin Türkçe anlamını yazarım; sürekli tekrar tekrar yazarım. Kelimenin bağdaştığı şeyleri aklıma getiririm.

**Buna bir örnek verebilir misin?**

Mesela, ‘attractive’ diye bir kelime var ve bu kelimenin anlamını, ‘çok atraksyonlu, gösterişli’ diye aklımda getiriyorum.

**Yani, İngilizce kelimenin anlamını okunuşuna göre mi aklına getirmeye çalışıyorsun?**

Evet. Ya da cümle kuruyorum, oradan çıkarıyorum. Kelimenin zorluğuna göre değişiyor ama genellikle yazarak, not çıkararak, liste yaparak öğreniyorum. Listede öğrendiklerimin üzerini çiziyorum ve böyle kelimeleri eksilterek gidiyorum.

## **9. ÖĞRENCİ**

Sınıfta öğrendiğimiz kelimeleri genelde hemen öğrendikten sonra unutuyorum çünkü dediğim gibi yazmıyorum ama daha sonra konuşa konuşa aklımda yer ediyor. Sınıfta arkadaşlarımla konuşurken kullanıyorum. Örneğin, hoca sınıfta bir soru sorduğunda, önce anlamıyorum ve arkadaşlarım yardım ediyor kelimenin anlamıyla ilgili, sonra tekrar tekrar sora sora öğrenmiş oluyorum.

## **10. ÖĞRENCİ**

Benim bir fihrist yöntemim var. Mesela, kelimenin baş harflerini kodluorsun, sonra evde çalışırken onu görüyorum, anlamlarına bakıyorum.

**Bir örnek verebilir misin?**

Yani, fihristin ‘s’ harfi bölümüne ‘swim’ gibi ‘s’ harfiyle başlayan kelimeleri ve anlamlarını yazıyorum. Ayrıca, küçük kağıtlar kullanarak, bunların ön tarafına kelimenin Türkçesini, arka tarafına da İngilizcesini yazıp katlayıp bir torbanın içine koyuyorum. Sonra karıştırıp bir kağıt çekip, eğer Türkçesi çıkarsa İngilizcesini söylemeye çalışıyorum, İngilizcesi çıkarsa da Türkçesini hatırlamaya çalışıyorum. Bu şekilde öğrendiğim kelimeleri hatırlıyorum.

**APPENDIX X****Öğrenci Görüşmeleri**

**QUESTION 1. How important do you think vocabulary learning in the language learning process? Why do you think it is important?**

**1<sup>st</sup> STUDENT**

First of all, learning vocabulary is of critical importance in language learning. The more vocabulary knowledge you have, the more proper and reasonable sentences you are capable of forming. Moreover, the more vocabulary knowledge you possess, the more sentences we can form and the more examples you can give. For these reasons, vocabulary is significant for me.

**2<sup>nd</sup> STUDENT**

I believe that learning vocabulary is very important in language learning because knowing the meanings of words in a sentence is more critical than understanding the grammar of that sentence when trying to infer the meaning of a sentence. I do that way, that's why it's very important.

**3<sup>rd</sup> STUDENT**

I believe that learning vocabulary is a bit more important than grammar in English. Although we know grammar well, we cannot truly comprehend the meaning of a sentence when we do not know the meaning of the words that make up the sentence. When I try to translate the sentences into Turkish, I cannot understand the sentence if I do not know the meaning of the words. Therefore, I think learning vocabulary is significant.

**4<sup>th</sup> STUDENT**



In English, words make up the sentence, sentences make up the dialogues and speech. Therefore, vocabulary is prerequisite for language learning. Vocabulary knowledge is the key factor for communication.

**5<sup>th</sup> STUDENT**

I think learning vocabulary is the key point in learning a language because the more vocabulary we know, the better we can comprehend the meanings of sentences with the help of the words we know. We can also understand the grammar of that sentence in this way. I believe that if we know approximately 3000-4000 basic words, we can analyze the grammar of that sentence automatically. When we encounter lots of sample sentences and words, I think we will not have any problems regarding grammar.

**6<sup>th</sup> STUDENT**

I believe that vocabulary is one of the most important things when learning all the languages because it is impossible to learn a language without knowing enough words as we cannot practice grammar or learn skills such as writing. Learning only grammar is meaningless without vocabulary knowledge.

**Is it also true when learning English?**

Yes, vocabulary knowledge is very important in learning all the languages.

**7<sup>th</sup> STUDENT**

I think that vocabulary learning in the language learning process is very important. Even though we are good at grammar, we cannot understand the sentence or cannot be successful in an exam if we do not have sufficient vocabulary knowledge. For this reason, it is highly necessary to learn vocabulary in order to master a language. Going abroad is of vital importance as it helps you to learn a lot of new words and gain self-confidence to be able to comprehend and use these words. Even if we know grammar well, it is impossible to use the sentence without understanding it fully.

**8<sup>th</sup> STUDENT**

Learning vocabulary is vital, especially when learning a foreign language. For example, even if you do not know grammar, you can compensate for grammar with vocabulary by forming sentences with words. The more vocabulary you know, the more fluent your sentence will be and easier to be understood. When you are unable to form sentences abroad, you can express

yourself only with words. It is also similar in Turkish, the more vocabulary you employ, the better your grammar gets.

**9<sup>th</sup> STUDENT**

Vocabulary is the basis of language without which we cannot talk, like I do now. If we do not know the meaning of a word, we cannot comprehend a sentence even if how well we know sentence structure to express ourselves. Finally, vocabulary is the key element in a sentence and I believe it is highly important.

**10<sup>th</sup> STUDENT**

Vocabulary has a significant place in learning English. I believe vocabulary is the corner stone of learning English. Unlike my vocabulary knowledge, I have been good at grammar so far. I have a poor memory that is why most of the time I experience difficulty in learning English. As I do not know enough vocabulary, I cannot do well enough in speaking and writing skills. Vocabulary is vital in English as you can do nothing in English without the knowledge of vocabulary. Grammar depends on rules; if you know the rules, you can do the exercises. However, you cannot be successful in other skills without having sufficient vocabulary knowledge. For instance, reading skill depends on vocabulary knowledge. Unless you know the vocabulary that make up a reading text, you neither understand the text nor answer the questions of that text. For these reasons, I think that vocabulary is of great importance.

**QUESTION 2. What do you do when you encounter an unknown word in class or while studying at home? Do you have any strategies to discover the meaning of a new word? If yes, please explain.**

**1<sup>st</sup> STUDENT**

Firstly, I look up in a bilingual dictionary to learn the meaning of a word. If I cannot find the desired meaning of a word-sometimes it happens-I get help from my elder sister, my friend or my teacher.

**2<sup>nd</sup> STUDENT**

First, I look up the meaning of the word from a bilingual dictionary. Then, I have a habit that I've been practicing since primary school, that is, I write the word and its Turkish meaning ten times on my notebook until I know them by heart. By doing so, I think I can remember the words easily.

### **3<sup>rd</sup> STUDENT**

#### **What do you do when you encounter an unknown word in class?**

When I encounter an unknown word in class, I generally ask my teacher or I ask my friend next to me if I believe he/she knows it.

#### **Then, what do you do when you encounter an unknown word at home?**

When I encounter an unknown word at home, I try to find out the meaning of the word by using a dictionary.

#### **What kind of dictionary do you prefer to use?**

I generally use a bilingual dictionary.

#### **How do you find out the meaning of a word when you do not have a dictionary?**

When I do not use a dictionary, I try to identify the affixes or the root of the word in order to be able to understand the meaning of the word. For instance, I try to guess the meaning of the word 'beauty' from 'beautiful'. It is easy to discover the meaning of some words in this way. Then, I use the new words in sentences.

### **4<sup>th</sup> STUDENT**

When I encounter an unknown word, first I try to understand its meaning by analyzing whether it looks like a word that I have previously learned.

#### **What kind of a similarity do you look for?**

I try to infer its meaning. For example, I analyze its root. As I am familiar with some words from foreign TV series, firstly I examine the word to infer a meaning. If I cannot guess the meaning by this way, I look up in a bilingual dictionary. Also, I use the word in a sentence in order to keep in mind the meaning of it.

#### **While watching a film or TV series, how do you find out the meaning of an unknown word?**

I can find the meaning of a word from the subtitles while watching a film with Turkish subtitles. There are also some words, the meanings of whose I can infer without looking at a dictionary.

#### **5<sup>th</sup> STUDENT**

There are various strategies that I use when I encounter an unknown word. When I encounter an unknown word, first I analyze the sentence and try to infer the meanings of unknown words from the context. I believe it is more useful for me when I force myself to understand the meaning. When I try to guess the meaning of a word, I focus on the root and the affixes of it as well as the whole sentence. Moreover, I try to write down the synonyms or similar words to remind me of the new word.

#### **6<sup>th</sup> STUDENT**

First of all, I focus on the whole sentence, and I try to infer the meaning of the unknown word if I know the other words that make up that sentence. If I cannot find the exact meaning, I look up in a dictionary.

#### **What kind of dictionary do you prefer to use?**

I use both a bilingual dictionary and monolingual dictionary as I prefer to read the explanations of the new words. In order to learn the meaning of a new word, I usually analyze the sentence and the paragraph.

#### **7<sup>th</sup> STUDENT**

For instance, when I encounter an unknown word for the first time, I first of all try to infer its meaning from the context if it sounds familiar to me. If I cannot deduce meaning from the context, after a little consideration I ask my friend when I do not have a dictionary with me. In cases when my friend cannot understand the exact meaning, we ask it to the teacher as we both wonder.

#### **8<sup>th</sup> STUDENT**

If I am in class, I first ask my friend. If my friend does not know, I look up in a dictionary. After learning the meaning of a word, I associate the word with various words to comprehend it fully.

#### **Do you try to associate the word with the other words in the sentence?**

Yes I do. Apart from these, if I come across the same word frequently, I happen to know it in the long run.

**9<sup>th</sup> STUDENT**

I never write a new word. However, if I believe I will encounter it again in written form, I will write it to learn its spelling. I cannot study or learn by writing. I have a childhood friend and we dream of going abroad together. I talk to him regularly and try to memorize the new words. If there is a possibility of encountering that word somewhere, I note it down in order to learn how it is spelled.

**What do you do when you encounter an unknown word for the first time?**

When I encounter an unknown word for the first time, I first use a dictionary.

**What kind of a dictionary do you use?**

I first use a bilingual dictionary, then a monolingual dictionary to find out its synonyms. If no dictionary is available, I try to infer its meaning from the sentence structure.

**10<sup>th</sup> STUDENT**

When I encounter an unknown word in class, I first ask my friend for its meaning as I do not have a dictionary in my mobile phone. If my friend also does not know the meaning, I want him/her to look up it's meaning from an online dictionary. If we cannot find the meaning of the word, then I ask my teacher and note down the meaning immediately. When I encounter an unknown word at home, I first look up in an online dictionary.

**What kind of a dictionary do you use?**

Bilingual dictionary is easier for me to use. As I do not have sufficient vocabulary knowledge, I cannot understand the meaning of a word from a monolingual dictionary.

**QUESTION 3. How do you remember newly-learned words? Do you have any strategies that help you remember the meaning of previously-learned vocabulary items? If yes, please explain.**

**1<sup>st</sup> STUDENT**

I employ some strategies to remember previously-learned words. For instance, I consolidate the words by writing them on one side of a little paper and their Turkish meaning on the other

side of the little paper. I also try to memorize each word by writing it ten times on my vocabulary notebook. Besides, I try to keep the words in my mind by recording my voice and then listening to it.

### **2<sup>nd</sup> STUDENT**

I use some memory techniques to remember the words I have learned. For example, when I was a child, I used to remember the word ‘between’ by thinking that there are two ‘e’ letters between the letters ‘w’ and ‘n’.

#### **Do you have any other methods to remember the meanings of words?**

In addition to these, I watch a lot of foreign tv series and I remember the previously-learned words when I heard them in these series as these words sound familiar to me.

#### **Do you have any other methods you would like to add?**

No, I don’t.

**Thanks.**

### **3<sup>rd</sup> STUDENT**

As my elder brother is also an English teacher, we sometimes exchange ideas with one another. I use newly-learned words in sentences once again.

#### **Do you form you sentences by yourself?**

Yes, I form my own sentences.

#### **You said that you ask the unknown words to your brother”; does he test you from the words you have learned?**

He sometimes tests me. If there are unknown words in those tests, he reteaches them. I give my brother a list of newly-learned words (approximately 10-15 words) and he wants me to write the Turkish meanings of those words a week later without notice. If there are words that I cannot remember, I look up the meanings of those words from a dictionary and revise them. As a result of these tests, if he notices that I do not know some of those words, he teaches them again. To consolidate their meanings, I form sentences with the newly-learned words.

### **4<sup>th</sup> STUDENT**

When I learn new words, I first use them in a sentence. New words sound familiar to me from the TV series or movies.

**Do they help you to guess the meaning of words?**

Yes, if I hear the newly-learned words in a TV series or film, I believe I can consolidate their meanings better.

**How do you remember these words?**

I read the words the way they are written so as to remember how they are spelled. For example, I read the word ‘language’ as it is written so I learn its meaning and spelling better and this does not confuse me when I pronounce the word.

**Do you have any other strategies to remember the previously-learned words?**

In addition, in order to recall the new word, I write it in bold to make it more remarkable. In this way I can easily distinguish the newly-learned word among other words.

**5<sup>th</sup> STUDENT**

I try to form sentences with the new words, I form these sentences by myself so I consolidate newly-learned words. Also, I try to learn new words in activities I enjoy doing in order to remember them easily.

**Can you give me an example?**

For instance, when I study ‘adjectives’, I prefer to watch a tennis match as I like watching sports. I focus on the words used in tennis or adjectives used for a tennis player and I believe I consolidate better by this way as it draws my attention.

**How do you learn these words?**

In addition to these, I try to memorize the words as a whole pattern or idiom so that I can remember them easily. When I memorize the words independently or isolated from the whole pattern, they are not long-lasting and it’s like studying the words just for an exam. However, when I memorize the words with the patterns they are used, I notice that I remember the words better. In the past, I studied the words by writing them on papers but this did not work. I realized that when I form my own sentences with the newly-learned words, I remember them better. For instance, ‘kind’ means ‘kibar’ in Turkish, and when I memorize this word, I learn the sentence ‘çok kibarsın’ in the pattern ‘That’s very kind of you’ or ‘It’s very kind of you’ rather than ‘you’re very kind’. Therefore, I keep in mind both the word ‘kind’ and the sentence pattern.

**6<sup>th</sup> STUDENT**

I have a lot of foreign friends with whom I communicate in English and I use the new words I have learned in sentences while communicating with them. I learn and consolidate newly-learned words that way. In order to keep in mind the new words, I generally write them and form sentences with them while studying for the exams, however I do not keep a vocabulary notebook. When I memorize the words independently, I easily forget them; for this reason I use them in sentences so that they are more permanent and they seem familiar to me.

#### **7<sup>th</sup> STUDENT**

I learn by writing the newly-learned words. For this reason, when I learn a new word, I either repeat it loudly or write it down to my notebook. I agree with those who believe that “spoken words fly away, written words remain”. If I learn a new word, I always note it down to keep it in my mind.

#### **8<sup>th</sup> STUDENT**

I always write to practice newly-learned words. First, I write the English explanation of the newly-learned words, if I still cannot remember, then I write the Turkish meaning continuously. I try to remember the newly-learned words by associating them with other words.

#### **Can you give me an example?**

For example, I keep in mind the word ‘attractive’ thinking its Turkish meaning as ‘çok atraksyonlu, gösterişli’.

#### **Do you try to remember the meanings of words by associating them with their spelling?**

Yes, I do. I also form sentences with the newly-learned words to remember their meanings. My ways of remembering the newly-learned words differ according to the difficulty of the word, but mostly I learn by writing, taking notes and making vocabulary lists in which I cross out the words I have learned.

#### **9<sup>th</sup> STUDENT**

I generally forget the words immediately after I have learned them in class because of the fact that I never take notes, as I have mentioned before. However, as I practice using them in my speaking, I somehow learn them. I use them when I communicate with my classmates. For instance, when my teacher asks me a question, first I do not understand and ask for help



from my friends concerning the meaning of a word. I happen to learn the word by asking it repeatedly to others.

**10<sup>th</sup> STUDENT**

I have an index method. For instance, I code the newly-learned words according to their first letter. I study at home in that way to remember their meaning.

**Can you give me an example?**

I list the words starting with the letter 's' such as 'swim' and their meanings under letter 's' part of the index. In addition, I write the newly-learned words on one side of a small paper and their Turkish meaning on the other side of the paper, fold them and put them in a bag. After that, I pick a paper from the bag randomly. If I open the new word, I try to remember the meaning, if I open the Turkish meaning part, then I try to remember the English word. This is another way how I recall the words I have learned before.

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