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YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİ BİLİM DALI**

**DETERMINATION OF VOCABULARY LEARNING STRATEGIES OF  
STUDENTS OF TURKISH AS A FOREIGN LANGUAGE AT JAMIA MILIA  
ISLAMIA UNIVERSITY**

**(JAMIA MILIA İSLAMIA ÜNİVERSİTESİNDE YABANCI DİL OLARAK  
TÜRKÇE ÖĞRENEN ÜNİVERSİTE ÖĞRENCİLERİNİN KELİME ÖĞRENME  
STRATEJİLERİNİN BELİRLENMESİ)**

**MASTER THESIS**

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**T.C.  
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Türkçe Eğitim Anabilim Dalı  
Yabancı Dil Olarak Türkçe Öğretimi Bilim Dalı**

**Determination of Vocabulary Learning Strategies of Students of Turkish as a  
Foreign Language at Jamia Milia Islamia University**

**(Jamia Milia İslamia Üniversitesinde Yabancı Dil Olarak Türkçe Öğrenen  
Üniversite Öğrencilerinin Kelime Öğrenme Stratejilerinin Belirlenmesi)**

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## Taahütname

Yüksek lisans tezi olarak sunduğum “Determination of Vocabulary Learning Strategies of Students of Turkish as a Foreign Language at Jamia Milia Islamia University” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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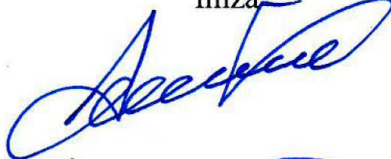


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## Özet

### **Jamia Milia İslamia Üniversitesinde Yabancı Dil Olarak Türkçe Öğrenen Üniversite Öğrencilerinin Kelime Öğrenme Stratejilerinin Belirlenmesi**

Öğrencilerin ikinci dil edinimi sırasında karşılaştıkları en önemli sorunlardan birisi kelime öğrenimidir. Yetersiz kelime bilgisi hem ikinci dil öğrenimini hem de onun kullanımını hayati yönde etkilemektedir.

Bu durumdan hareketle yapılan çalışmada, yabancı dil olarak olarak Türkçe öğrenen lisans öğrencilerinin kullandıkları kelime öğrenme stratejileri ve uygulamaları incelenmiştir. Çalışma grubunu 2013-2014 eğitim-öğretim yılında Hindistan'da Jamia Milia İslamia Üniversitesi'nde, yabancı dil olarak Türkçe öğrenen 104 Hintli öğrenci oluşturmaktadır. Araştırmanın amacı bu öğrenciler tarafından en fazla ve en az kullanılan kelime öğrenme stratejilerini ortaya koymaktır. Bu çalışmada veri toplamak amacıyla kelime öğrenme stratejileri üzerine Schmitt'in Taksonomisinden (1997) uyarlanan 25 maddelik bir anket kullanılmıştır. Öğrencilerden toplanan veriler frekans, yüzde ve ortalama istatistikleri kullanılarak SPSS programı aracılığıyla analiz edilmiştir. Verilerin analizi sonucunda en çok kullanılan kelime öğrenme stratejisi hafıza strateji çıkmıştır. En az kullanılan kelime stratejisi ise meta kognitif çıkmıştır. Bu sonuçların yabancılara Türkçe öğretimi eğitimcilerine etkili kelime öğretimi stratejileri ve yöntemleri konusunda yol gösterici olacağı düşünülmektedir.

**Anahtar Kelimeler:** Yabancı dil olarak Türkçe, dil öğrenme, stratejileri, dil öğrenme stratejileri

## **Abstract**

### **Determination of Vocabulary Learning Strategies of Students of Turkish as a Foreign Language at Jamia Milia Islamia University**

One of the most important challenges that learners face during acquisition of a second language is learning vocabulary. Insufficient vocabulary knowledge is crucial to second language learning as well as its usage. This survey study investigated the strategies and practices adopted by the senior students of Turkish as a foreign language at Jamia Milia Islamia University, India in the academic year 2014. The subjects of the study were 104 students studying Turkish as a foreign language. The purpose was to find out the most and the least frequently used vocabulary learning strategy used by the students. This survey study involved an instrument consisting of a 25 item questionnaire adapted from Schmitt's Taxonomy for determining vocabulary learning strategies. The data was then analyzed by using frequencies, means and percentages through SPSS 20.0 software. The mean score indicated that memory strategies are most frequently used by the students. And the least frequently used vocabulary strategies were metacognitive strategies. However, the findings will be of great advantage to teachers to establish effective vocabulary teaching ideas and methods and to enrich students with innovative vocabulary learning strategies.

**Keywords:** Turkish as a foreign language, language learning, vocabulary learning strategies, strategies

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## **Chapter One**

### **Introduction**

#### **Background**

Participants from different programs of Turkish language such as Bachelor in Turkish Language and Literature (3 year Bachelors course), Diploma in Turkish (One year course), Certificate in Turkish (One year course) from Jamia Milia Islamia at New Delhi, India were chosen as subjects. The students learn Turkish as a foreign language and the program basically consists of elementary Turkish texts; basics of word structure; word types and groups; structure of sentence. Hence, this study was aimed at investigating the vocabulary learning strategies of the participants. The sole purpose of this study was to determine how students prefer to learn vocabulary in a foreign/second language effectively.

Some of the researchers have explained the importance of vocabulary in the following ways. According to Rubin and Thompson (1994), the heart of mastering a foreign language is vocabulary learning, as one cannot read or write a foreign language without knowing a lot of words. Schmitt and McCarthy (1997) also pointed out that among a second or foreign language acquisition vocabulary learning has been considered as one of the most important part. Scrivener (1994) drew attention that vocabulary itself is strong conveyor of the meaning. A learner can convey much of his message through vocabulary alone. Thus a learner, who understands the communicative power of vocabulary, has more chances of aiming to acquire a wider vocabulary and can more precisely express himself/ herself in the target language.

A lot of research has proved that wider vocabulary is directly proportional to the language learning success. This clearly shows that it is very important for the teachers to be aware of the basics of vocabulary learning strategies while teaching and the students as well while adopting them.

## **Statement of the Problem**

Learning or acquiring vocabulary is one of the biggest challenges foreign language learners face during the process of learning a new language. Language learners (LLs)-students seeking to learn a new language may lack the vocabulary strategies to become proficient in the target language. Many teachers do not have several strategies for effectively teaching vocabulary in a foreign/second language. Hence, researching the question of student beliefs and preferences in vocabulary acquisition will be beneficial to both students and instructors. By asking the learners how they learn vocabulary in a foreign/second language, teachers can gain insight into their teaching methods.

In the field of Turkish (as a foreign) Language learning in India, there are many factors that have an effect on the learning of Turkish Language: India being a multi lingual country, learning and the teaching style of students and teachers respectively.

Moreover Urdu (original 'ordu' meaning 'army' in Turkish) and Hindi vocabularies have many common words which turn out to be of great help to the language learners. A Granowsky (2002) study shows us that that many researchers have confirmed how important the knowledge of vocabulary plays in learners' reading comprehension and therefore in their academic success. Hence, the main purpose of the study was to investigate students' vocabulary learning strategies while learning the language and hence to provide better learning strategies.

There are some important queries for this research which should be kept into mind before going into the research:

- Which vocabulary learning strategies are commonly applied by learners for language acquisition?

- What are students' ideas about learning vocabulary?
- What factors play major role in secondary language acquisition?

### **Objectives of the Study**

- To study the use of vocabulary learning strategies in terms of their frequency used by language learning students at Jamia Milia Islamia, according to Schmitt's Taxonomy.
- To research the questions of student's beliefs and preferences in vocabulary acquisition, which will be beneficial to both students and teachers.

### **Scope of the Study**

This study focuses on the use of strategies of vocabulary learning implied by 104 students who are learning Turkish language at Jamia Millia Islamia with an average of 23 years. The students were asked about their usage of vocabulary learning strategies by the help of a questionnaire based on Schmitt's Taxonomy.

### **Significance of the Study**

Most researchers do not agree upon the point that in field of vocabulary teaching not much has been or is being taught. I faced the same problem twice when I was an Arabic language student in India and a Turkish language student in Turkey. In both the cases vocabulary learning was given least importance in the curriculum. Whipple (1925) also explains important features of how supporting student development of vocabulary helps them with the reading process. Whipple put forth his idea that improvement in reading process enriches as well as enlarges the word power or vocabulary. The importance of vocabulary instruction, therefore, needs to be recognized by language teachers, regardless of the language being taught.

Examining students' learning strategies or preferences will be of great help to this research as well as the teachers since a review of past research has shown little interest among learners in studying vocabulary acquisition strategies. Many different studies have indicated the inadequate research in teaching and learning of vocabulary, which is essential for success in learning any foreign language as well as for building strong vocabulary for reading comprehension. Hiebert & Kamil, (2005) also tried to explain that the development of vocabulary is a complex process, and words can have multiple meanings according to the context or the use of other words in the sentence and paragraphs of the texts. Additionally, learners are expected to understand many words in the text and encounter new words in the same text that are unfamiliar to them.

In addition to all these, Cassidy and Cassidy (2005/2006) argued that until recently research on vocabulary knowledge and vocabulary instruction has not been a matter of primary interest for researchers. Another conclusion by Beck, McKeown, & Kucan (2002) emphasizes on the evidence that school curriculum spends only a limited amount of time on teaching vocabulary and little has been done to change this educational structure. Most important point to be noted is that there has been considerably less work in the field of vocabulary learning. Hiebert and Kamil (2005) reported that even though the past two decades of research about teaching and learning vocabulary has been limited, some researchers have been continually working to find the best ways to endorse vocabulary comprehension.

There is a strong relationship between vocabulary and general literacy and a lot of other researches have revealed it. Like Hiebert and Kamil (2005) suggested, in order for students to be literate in specific language, it is a must for them to have a rich vocabulary. A similar study by Hiebert and Kamil (2005) concluded that the expansion and elaboration of vocabulary extends across a lifetime and is not a developmental skill that can ever be fully

mastered. Improved vocabulary or having a better command on the vocabulary of the target language helps the learner to fit easily into that culture or language society. Moreover he/she feels motivated to be able to function freely and successfully. Not only in the field of academics, vocabulary plays a major role in the world of employment too. Employers advertise vocabulary knowledge as a distinguishing feature of future employees, which motivates students to learn a rich vocabulary in order to confidently enter the world of employment (Blachowicz & Fisher, 2004). Hence it can be concluded that vocabulary learning is advantageous in all fields.

### **An evidence of the importance of actively teaching vocabulary learning**

Vocabulary is central to all languages because without sufficient vocabulary learners can neither understand others nor express their own ideas. Lewis (1993) argued that heart of the language is lexis. A learner can convey much through just words together without using much of grammar. Particularly as learners acquire better fluency and expression in a foreign language; it is a must for them to establish a more useful vocabulary and to polish their own personal vocabulary learning skills which suit them best. Schmitt (2010) made an interesting note that learners carry around dictionaries with them and not grammar books, clearly hinting that for a language learner vocabulary is as important as grammar.

Being a fresh language student in Turkey myself I absolutely agree to what Folse said, Folse (2004) explained that it is quite frustrating while trying to learn any language is that the important moment when a learner is trying to speak to a native speaker and does not know the word that he/she needs at that particular moment. He/she quickly searches for another word in his/her brain but cannot find that one either.

In addition to these many of the language schools I enrolled in at the beginner level, I found most of them grammar oriented, with a little approach towards vocabulary or

vocabulary learning. For instance, one particular course that I attended while learning Turkish, the total vocabulary classes or activities that took place apart from classes were approximately two hours weekly.

Folse (2004) explained that in language programs, a grammar class is usually a part of the curriculum, but many educators assume that learners will learn vocabulary without instruction from the educators. Further Folse added that a person can generally communicate with incorrect or less perfect grammar whereas a person with incorrect vocabulary can have no communication. Likewise another very important observation that Wilkins (1972) made another remarkable conclusion that while very little can be conveyed without grammar, nothing can be conveyed without vocabulary. Further Wilkins also summarized that learning vocabulary is actually learning how words relate to one another and the external reality.

Richard's (1976) eight assumptions in relation to lexical competence are listed below. The assumptions were as follows:

- Even in their adulthood native speakers continue to expand their vocabulary. Average vocabulary ranges from 20,000-100,000 words for a native speaker and it keeps on improving throughout his lifetime.
- Knowing a word means knowing the probability of encountering it and all the other words likely to be associated with it.
- Knowing a word means knowing its limitations of use (social, temporal, geographical mode, etc.).
- Knowing a word means knowing its syntactic behavior (e.g. transitivity, patterns, cases).
- Knowing a word means knowing its underlying meanings and derivations.
- Knowing a word means knowing its place in a network of associations with other words in the language.
- Knowing a word means knowing its semantic value (its composition).
- Knowing a word means knowing its different meanings (polysemy).



There are certain myths about vocabulary learning which were debunked by Folse, in his book *Vocabulary Myths* (Folse, 2004). According to Folse, the goal of *Vocabulary Myths* is to cultivate an idea that views vocabulary as a basic in any second language learning process and displays that in fact there is abundant evidence in the support of these views. He also mentioned that teachers have overestimated the students' level of understanding vocabulary. Hence as a result, the so-called "comprehensible input" is neither comprehensible nor input. Folse summarized his research findings in diffusing many of the myths regarding the role of vocabulary that have been prevailing restricted in foreign language process.

These eight myths are:

- *Vocabulary is not as important in learning a foreign language as grammar or other areas.*

Folse explains the importance of vocabulary in learning a foreign language. He argues that, comprehensible input helps learners figure out how a language works but if the language that a learner is reading many unknown words, then that language cannot be called as comprehensible and therefore cannot be input. In other words, without vocabulary, Comprehensible input can neither be comprehensible nor input. Adult foreign language learners are keenly aware of their vocabulary. Learners need vocabulary and see its acquisition as their greatest challenge. Similarly, Huckin & Bloch (1993) point out that language learners depend much on vocabulary knowledge, and that a lack of vocabulary knowledge is the biggest hindrance for second language readers. A rich vocabulary has significant effect on improved reading and writing abilities.

During my initial days in Turkey as a Turkish language student I could manage to communicate to some extent with the hair dresser or at the grocery simply using some vocabulary. We could communicate easily without the help of much grammar which clearly

shows that in spite of grammar the conversation was limited but without vocabulary there was just no conversation.

- *When learning vocabulary it is not wise to use words lists.*

In a study on the use of lists in learning L2 vocabulary, Prince (1995) examined the role of learners' L2 proficiency and mode of presentation, i.e., L1 translations or L2 context (in a series of L2 sentences). Prince discovered that the students who were less proficient were able to recall more words when they had learned the words in the translation condition in comparison to the context. Therefore, this research showed that some students perform better when they were given only a list of L2 words and their translations. It might seem boring for some learners but most of the learners use this method especially when they study a foreign language in a non -native environment.

For instance I studied Arabic in India for a while and I always felt the need to rote down certain vocabularies from a list. Hence there is no strong evidence that learners without lists fare better than those with lists.

- *Vocabulary should be presented in semantic sets.*

Tinkham (1993) found that learners had more difficulties in learning new words given to them in semantic groups than they did learning in non-semantic groups. Tinkham (1997) found that semantic grouping actually had a negative effect on vocabulary learning while thematic clustering facilitated learning. In another survey study using only Japanese learners, Waring (1997) discovered that learners took 50% less time to learn unrelated words pairs as compared to related pairs. Folse further explains that no research has told us what the best way to organize new vocabulary is, but it certainly has showed what a bad way is: The commonly used organization of words into semantic groups is not a good technique. In fact, it actually confuses learners. Organizing in semantic groups continues, however, because it is much easier for textbook writers and teachers to present vocabulary in semantic groups such

as family members, animals, or days of the week than design creative definition to accommodate all the words in a list. It can be concluded that according to the research when the vocabulary is presented thematically such as a 'tour in the new city' or 'my new friends' the learners remember vocabulary more easily.

- *The use of translations is a poor way to learn new vocabulary.*

Folse doesn't advocate for a return to translation method rather suggests that teachers must advise the use of foreign language in the classroom but when the learners come across a word for the first time it's quite easy for them to translate the word. Similarly, Paul Nation (1982) concluded that for many students if the meaning of the word is given through an LI translation first learning vocabulary is quicker. Folse concludes that translations are actually a helpful tool in learning new vocabulary. In a study of English speakers learning French, Grace (1998) found that at the beginning level for many L2 learners translation if not preferable option is a feasible one. Her results concluded that students who had a dictionary in their LI were more successful at remembering a new vocabulary, because they had an opportunity to confirm the correct meaning. Our focus now should be on questions such as when (proficiency level) translations are most effective, whether translations work better with a limited kind of vocabulary like verb or idiom, and whether translations are helpful at the initial stages of the language learning or advanced stages.

- *Guessing words from context is as productive for foreign language learners as it is for first language learners.*

Being a foreign language learner myself there has been numerous instances where I would face multiple unknown words which would seem impossible to guess from the context. A native speaker might come across a passage with almost 100% known words or just one or two unknown words. On the other hand the L2 learner with the same context is

most likely to face lot of words that he is unfamiliar with that serve as non -clues or misleading clues (Folse, 2002; Folse, 2004b).

Folse calls this myth as the most debated since this myth like the others, as it is falsely assumed that learning a second language is quite a similar process as learning our first language. But both of these are completely different. L1 vocabulary is mostly acquired through seeing or hearing the words repeatedly in different contexts whereas in L2 the learner is deprived of that luxury. In addition to it a majority of the learners have a short span to acquire a vast vocabulary. With no systematic or organised vocabulary teaching it is always assumed that the learner will attain required vocabulary through the subject materials provided. This puts lower proficient students at a distinct disadvantage. Hulstijn (2001) concludes that for L2 learners using natural context to guess word meanings is a very difficult and error-prone. He suggested that L2 learners who guess the meaning of the words themselves are more likely to remember the word and its meaning well compared to the learners who infer the wrong meaning of the same word when no clue has been given.

- *Successful vocabulary learners just use one or two really good specific vocabulary learning methods.*

There are numerous vocabulary learning strategies which learners can adopt or implement depending on the conditions available around him/her. Folse explains that researches have showed that learners use different vocabulary learning strategies; however, the successful students have developed personalized set of strategies that best suits their needs and personalities. In sum, two points should be stressed. First, no vocabulary learning strategy is a substitute for knowing vocabulary. Second, no single strategy is better than another. The successful language learners have more than one strategy which they keep using extensively and continuously.

- *Foreign language learners should use a monolingual dictionary.*

Many teachers discourage the use of dictionaries altogether, advising learners to guess at word meaning from the context and the use of dictionaries - bilingual or monolingual- as a last resort (Knight, 1994). In a survey of 75 teachers' preferences for student dictionaries (Folse, 2001), 37% of teachers favoured the use of English-English dictionaries, 32% favoured the help of clues from the context, and only 5% of teachers allowed students to use bilingual dictionaries. Folse further went to explain that the students who used bilingual dictionaries had a better vocabulary than who relied guessing from the context or used a monolingual dictionary. A bilingual dictionary provides the meaning of the word as well as the collocation in addition to the translation. Hence foreign language learners should use the type of dictionary they are comfortable with.

- *Vocabulary is covered enough in our curricula and courses.*

According to Folse a little attention is paid to vocabulary in the curriculum. This myth has already been discussed above in detail. Grammar and other chapters are given due attention whereas explicit attention to vocabulary is rare. As a language student myself in a language school here at Istanbul I attended almost 16 weeks of language classes per week I couldn't find any program extensively teaching vocabulary in the curriculum. Just 2-3 hours were spent weekly on some vocabulary oriented programs like group activities or reading. Vocabularies mentioned in the text book were explained by the teacher. For this reason, many language students even after completing the language course need vocabulary practice and instruction.

Folse summarizes them all in this way. For too long, second language teaching has been dominated by an emphasis on communication, but accurate communication depends largely on an extensive knowledge of vocabulary. A good curriculum is what that caters to the student needs, and vocabulary knowledge is high on student priority lists. It is time to listen

not only to the data from these studies but also to our students who are all too aware of their lack of L2 vocabulary knowledge.

Hence this study will be helpful in the following ways:

- The study can reveal the frequency of vocabulary learning strategies used by the students.
- The teachers can derive ideas and at the same time implement the findings of this study to support efficient students and encourage the not-so- bright students.

### **Definition of Terms**

- *Language Learners*- Students considered multi lingual, proficient in at least 2 languages.
- *Learning Strategies* – These are generally methods and techniques applied by students while learning a language.
- *Vocabulary Learning strategies* – A process or technique students apply to help themselves in becoming vocabulary proficient.
- *Vocabulary learning* – The knowledge of translating and interpreting the meaning of words, as well as the ability to use words.
- SOC : Social Strategies
- MEM : Memory Strategies
- DET : Determination Strategies
- MET : Metacognitive Strategies
- COG : Cognitive Strategies

## **Organization of the Study**

This study report consists of five chapters:

- Chapter One: “Introduction” to the explain background, statement of the problems, objectives of the study, definition of terms and significance of the study.
- Chapter Two: “Review of Literature” contains a review of the literature related to different studies of language learning strategies and strategies of vocabulary learning.
- Chapter Three: “Methodology” to elaborate the methods used in this survey study.
- Chapter Four: To analyze the result through important statistics and to prepare a report of the findings of the study.
- Chapter Five: “Conclusion” to summarize and then a detailed discussion of the findings of the study and to further recommendations.

## **Delimitations**

- Subjects were university students from different Turkish programs (i.e. Bachelor in Turkish Language and Literature (3 year Bachelors course), Diploma in Turkish (One year course), Certificate in Turkish (One year course) at Jamia Milia Islamia at New Delhi, India.
- The questions on the questionnaire were adapted from Schmitt’s and McCarthy’s (1997) study.
- The survey did not attempt to include all possible strategies adopted by the language learners.

**Limitations**

- The study was limited to just 104 students for whom Turkish was a foreign language.
- This study was limited to a very small number of participants who chose to take the survey.
- The participants were not interviewed regarding the answers they gave.

**Assumptions**

- It was assumed that participants gave honest responses.
- It was assumed that participants answered with no external help.
- It was also assumed that the reliability and the validity of the survey were sufficient to provide meaningful results.



## **Chapter Two**

### **Literature Review**

This chapter investigates the literatures and researches pertinent to language strategies and vocabulary learning strategies.

#### **Learning Strategies**

##### **Definitions of learning strategies**

While no research can definitely answer questions about vocabulary acquisition understand the need and area of research is important. Acquiring vocabulary knowledge is important in order to have a better command of the target language itself. According to Weinstein and Mayer's study learning strategies (LS) have been broadly defined as the thoughts and behaviors that a learner engages while learning which are aimed at influencing the learner's encoding process. Further Mayer's study more precisely illustrated LS as behaviors that are actually intended to influence how the learner processes information. In cognitive science, these explanations reflect the origins of language strategies with primary assumptions that human beings process information and that learning involves such processing of information. Moreover, LS are used in learning and as well as teaching different subjects like science, history, mathematics and languages both in classroom and outside the classroom as well.

Rubin's pioneering research in this field explains the learning strategies as the devices or techniques applied by a learner to gain knowledge. She also explains two other kinds of strategies which indirectly contribute to learning. Her division of direct learning strategies into six types are as follows:

- Classification/ Verification
- Monitoring
- memorization
- guessing/inductive inferencing
- deductive reasoning
- practice

She further divides the indirect learning strategies into two types:

- creating opportunities for practice
- production tricks.

## **Language Learning Strategies**

### **Definitions of Language Learning Strategies**

Different researchers have placed different ideas regarding the definitions of language learning strategies through their works. Improving vocabulary understanding encourages a person to join in that language's society more intensely through the feeling of being better educated in that language. The language learner feels more homely and comfortable within that sphere.

According to O'Malley and Chamot (1990) LLS are the exclusive ideas or behaviors that learners use to help them learn, understand or retain new information. On the other hand, Segler, Pain and Sorace (2001), conclude through a study that there has never been a definite consensus on the definition of the term of LLS. According to them learning is a process of obtaining information, storing it and using it. Another remarkable definition by Oxford (1990), mentions LLS as distinct actions, steps, behaviors, or techniques that students use knowingly to develop their language learning skills. These strategies facilitate the storage,

retrieval, or use of the target language. These are devices for the self-oriented involvement which are mandatory for developing better communicative skills.

Oxford (1990) has very well explained the idea of language Learning Strategies by summarizing them into twelve key features. She also describes that LLS:

- allow learners to become more self –directed
- expand the role of language teachers
- are problem oriented
- involve many aspects ,not just the cognitive
- can be taught
- are flexible
- are influenced by a variety of factors

### **Classification of Language Learning Strategies**

LLS have been classified differently by researchers which are also known as taxonomies of LLS. The Table 2.1 below displays chronologically the definitions of language learning strategies by different researchers.

Table 1

*Chronological Table Defining LLS by Different Researchers*

Authors	Definition of LLS	What are they used for
Rubin (1975)	Techniques or devices	To acquire knowledge
Stern (1975)	More general order higher approaches to learning	Govern the choice of specific techniques
Bialystok (1978)	Methods/conscious enterprises	For exploiting available information to improve competence in L2
Naiman et al. (1978)	General, more or less deliberate approaches to learning	
Tarone (1983)	An attempt to develop linguistic and sociolinguistic competence in the target language	To incorporate these into one's interlanguage competence
Cohen (1984)	Mental operations	To accomplish learning tasks
Rubin (1987)	Set of operations, steps, plans, routines of what learners do	To facilitate the obtaining, storage, retrieval, and use of information, to regulate learning
Wenden (1987)	To learn and regulate L2 learning	
Chamot (1987)	Techniques, approaches, or deliberate actions	To facilitate the learning and recall of both linguistic and content area information
O'Malley & Chamot (1990)	Special thoughts or behaviours	To help comprehend, learn or retain new information
Oxford (1989)	Steps taken by the learner	To aid the acquisition, storage and retrieval of information
Oxford (1990)	Special actions	To make learning easier, faster, more enjoyable, more self-directed, more effective, more transferable to new situations
Oxford (1993)	Specific actions, behaviours, steps or techniques that students (often intentionally) use	To improve their progress in developing second language skills
Mohamed Amin Embi (1996)	Plans and/or actions	To enhance learners' process of language learning

Nonetheless, most of these taxonomies convey almost the same strategies having negligible conflict in the root ideas. Oxford's (1990) and Rubin's taxonomies of language learning strategies will be discussed here in detail.

## **Oxford**

Ellis (1994) describes Oxford's taxonomy as perhaps the most comprehensive classification of learning strategies.

According to Oxford's (1990) Language Learning Strategies are aimed at developing communicative expertise. He classifies LLS into two fundamental classes, direct and indirect.

### *Direct strategies*

#### A. Memory

Sometimes referred to as 'Mnemonics', it help students store and retrieve information. They turn out to be more effective when used in the conjunction with meta- cognitive strategies such as paying attention and affective strategies like reducing anxiety.

#### i. Creating mental linkages

It comprises of 3 main strategies.

- Grouping(L,R)
- Associating/Elaborating (L,R)
- Placing new words into a context (A)

#### ii. Applying images and sounds

These strategies involve remembering by means of visual images and sounds. It can be further classified as :

- Using Imagery
- Semantic Mapping
- Using keywords
- Representing sounds in Memory

### iii. Reviewing well

It involves reviewing in structures. It involves reviewing at regular intervals. In the beginning the reviews are close together and subsequently increase far apart.

### iv. Employing action

These strategies involve using of physical responses, sensations or mechanical techniques.

#### B. Cognitive

These are the most popular strategies among the language learners. Practicing strategies are among the most important cognitive strategies.

#### i. Practicing

It is further divided into five sub sections.

- Repeating
- Formally practicing with sounds and writing systems.
- Recognizing and using formulas and patterns.
- Recombining
- Practicing naturalistically.

However practicing naturalistically is the most commonly used method and is further divided into the following categories:

- Listening
  - Reading
  - Speaking
  - Technology
- ii. Receiving and sending messages strategies

The former uses two specific techniques for deriving idea, whereas the later (using resources) involve the adoption of a variety of resources for understanding and interpreting.

- iii. Analyzing and reasoning

These strategies help the learner to think logically to understand and apply the grammatical rules and vocabulary of the target language. It can be divided in the following ways:

- Reasoning deductively
  - Analyzing expressions
  - Analyzing contrastively
  - Transferring
  - Translating
- iv. Creating structure for input and output

These strategies consist of making notes, summarizing the context and highlighting.

#### C. Compensation strategies

These strategies help students to use the language despite a good knowledge in the same. These strategies are aimed at making up for the knowledge in the areas of grammar and vocabulary.

i. Guessing intelligently

This strategy is essential for listening and reading since they need not or rather cannot recognize every single word they come across in comprehending the overall meaning. It can further be classified into:

- Using linguistic clues
- Using other clues

ii. Overcoming limitations in speaking and writing

Compensation strategies for writing and speaking devote to language learning by allowing the learners to engage in conversation or getting used to write long enough to get sustained practice. They are classified into 8 further categories:

- Switching to the mother tongue
- Getting help
- Using mime or gesture
- Avoiding communication partially or totally
- Selecting the topic
- Adjusting or approximating the message
- Coining words
- Using circumlocution or synonym

*Indirect strategies*

These strategies are supporting and management of learning a language with no involvement of the target language.



## A. Metacognitive Strategies

Metacognitive means beyond, beside, or with the cognitive. These strategies go parallel with the cognitive strategies and equip the learner with an idea to manage his/her learning process. It is classified as follows:

### i. Centering your learning

These strategies help learners to converge their attention on certain language assignments, activities or materials. It involves 3 strategies:

- Overviewing and linking with already known material
- Paying attention
- Delaying speech to focus on listening

### ii. Arranging and planning your learning

It involves 6 important strategies which are helpful in arranging and planning the learning.

- Finding out about language learning
- Organizing
- Setting goals and objectives
- Identifying the purpose of a language task (listening/reading/writing/speaking)
- Planning for a language task
- Seeking practice opportunities

### i. Evaluating your learning

It means to assess the progress in the language learning process. It involves 2 strategies:

- Self-monitoring

- Self-evaluating

## B. Affective strategies

These strategies are the emotions, approaches and values which the learner comes across in the language learning process.

### i. Lowering your anxiety

Sometimes limited amount of anxiety help learners bring out the best performance whereas excess of it can block the language learning. There are some methods to overcome it such as:

- Doing progressive relaxation, deep breathing, meditation or prayer
- Music
- Laughter

### ii. Encouraging yourself

Some of the ways in which the learners can encourage or motivate themselves are:

- Making positive statements
- Taking risks widely
- Rewarding yourself

### iii. Taking your emotional temperature

This strategy involves some steps which are also as important as the other strategies.

- Listening to your body
- Using a checklist
- Writing a language diary
- Discussing your feeling with someone

### C. Social Strategies

These strategies are essential in the learning process of a new language since it involves communication with others. Hence language can be defined as a form of social behavior. It is categorized into 3 different ways.

#### i. Asking questions

It is one of the most basic modes of social interaction. Asking questions helps the learner better understand the context and simplifies understanding. It also encourages the conversational partner to enrich the listener with better “input” in the target language which demonstrates interest and involvement.

It can be further classified into two important strategies:

- Asking for clarification
- Asking for correction

#### ii. Cooperating with others

#### iii. Emphasizing with others

### **Rubin**

Rubin (1987) summarized that there are mainly three types of strategies that are used by the language learners which contribute directly or indirectly to language learning.

Her classification is as follows:

#### 1. Learning Strategies

These are strategies constructed by the learner himself/herself that contributes directly in the improvement of the language learning process.

##### A. Cognitive Learning Strategies

These are procedures engaged while learning or solving a problem that demand direct analysis or conversion of learning materials.

i. Clarification / Verification

It involves repeating a word to confirm its meaning or asking examples on how to use a word or expression in a sentence.

ii. Guessing /Inductive Inferencing

Guessing the meanings from the context, key words, structures, pictures etc.

iii. Practice

Experimenting with new sounds:

Repeating words or sounds until they are pronounced easily or listening carefully and trying to imitate them.

iv. Memorization

Noting down new words, pronouncing loudly, finding out a mnemonic and writing items repeatedly are some of the methods to easily memorize.

v. Monitoring

Checking errors in spelling, grammar, pronunciation, style etc. are some methods to monitor oneself while learning a new language.

## B. Metacognitive Learning Strategies

These strategies are used to self -direct language learning process. They involve the following methods:

- i. Planning
- ii. Prioritizing
- iii. Setting goals
- iv. Self-management

## 2. Communication Strategies

Since the prime idea is to participate in a conversation and better understand the meaning what the speaker is trying to convey, these strategies are not directly related to language learning.

## 3. Social Strategies

These strategies are actually activities in which a learner involves himself/herself to get more exposure to the target language and hence be able to practice more.

## **Vocabulary Learning Strategies**

Vocabulary learning strategy is a comparatively new field of research to language learning strategies. Not much of research has been done in this field. Only two researchers have worked intensively on this topic.

Stouffer (1995) was the first researcher. She created a 53 items questionnaire designed to explicitly measure vocabulary learning strategies. She implemented Vocabulary learning Strategy Inventory (VOLSI) and the SILL on a large group of 707 students at the University of Alabama. According to her results both the sets of materials were found to be very reliable (the internal consistency reliability coefficients were .90 and .93). Stouffer clustered the 53 items on the VOLSI into nine categories by factor analysis which is shown as follows:

- Strategies involving authentic language use
- Strategies used for self-motivation

- Strategies used to organize words
- Strategies used to create mental linkages
- Memory strategies
- Strategies involving creative activities
- Strategies involve physical action
- Strategies used to overcome anxiety
- Auditory strategies

The second researcher who worked on this field is Schmitt (1997), who after working on many different strategies altogether suggested taxonomy of vocabulary strategies. His classification differed from Stouffer's. He differentiated the strategies into two different parts – the first part being the strategies which the learners use to extract the meanings when they come across new words for the first time and the strategies which they apply when they encounter the same word again. The first category includes determination and social strategies, and the latter includes social, memory, cognitive, and metacognitive strategies. However he included social strategies in both the categories since they can be used in both. Schmitt's classification is discussed in detail below.

According to (Nation, 2001), vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies. He further explained that it was not easy to define the exact meaning of strategy, but in order to deserve attention from a language guide or a teacher a strategy would need to:

- involve choice, that is, there are several strategies to choose from
- be complex, that is, there are several steps to learn
- require knowledge and benefit from training
- increase the efficiency of vocabulary learning and vocabulary use

Accordingly there are a series of strategies which a learner needs to master rather than just knowing.

Nation classifies them into three broad categories:

- planning vocabulary learning
- sources
- processes

Planning vocabulary learning can also be termed as choosing words. A learner should always be careful in knowing his vocabulary goals. Focusing on vocabularies which can be learnt easily is always of great help to the learners. For instance, in this survey study most of the participants who knew 'urdu' would easily get familiar with Turkish words which had the same origin e.g 'pen' in Urdu means 'kalam' whereas it is 'kalem' in Turkish. Learners who chose to accommodate similar words in their vocabulary had a wider vocabulary than the rest in a short span of time. This made their learning more efficient.

Next comes sources, as the second learning strategy. A learner has to know a word completely. Only then the usage can be meaningful. Most of the time learners are unable to guess the meaning of a word which has been used differently. Hence, consulting different sources are very helpful in vocabulary acquisition.

The third strategy consists of processes. This means to use and re-use the vocabulary so as not to forget it. A better processing of words can be achieved through this strategy.

### **Classification of Vocabulary Learning Strategies**

Learners engage themselves in various strategies to acquire proficiency in the target language. Keeping this in mind different researchers have classified vocabulary learning strategies which can be adopted by the language learners.

Like language learning strategies, there are different classifications by different researchers.

The five steps determined by Brown and Payne (1994) in the process of learning vocabulary in a foreign language: (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, (e) using the words.

A more detailed and thorough definition of vocabulary learning strategies was proposed by Catalan (2003). She suggested the following definition: 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.

Sanaoui (1995) did three consecutive studies ,first with 50 beginning and advanced learners in 1990, then with four case studies of ESL learners in 1992, and finally with eight case studies of French as a second language (FSL) learners in 1993. She found that learners in these three studies seemed to use two different approaches to vocabulary learning: a structured and an unstructured approach.

Her classification was as follows:

Table2

*Sanaoui's (1995) Structured and Unstructured Approach to Vocabulary Learning*

Structured approach	Unstructured approach
<i>Opportunities for learning vocabulary</i>	
Self-created independent study	Reliance on study minimal independent study
<i>Range of self-initiated activities</i>	
Extensive	restricted
<i>Records of lexical items</i>	
extensive (tend to be systematic)	minimal(tend to be ad hoc)
<i>Review of lexical items</i>	
Extensive	little or no review
<i>Practice of lexical items</i>	
self-created opportunities in and outside classroom	reliance on course



Gu and Johnson (1996) too examined the vocabulary learning strategies of 850 second –year Chinese university students through a vocabulary learning questionnaire and proficiency tests. The questionnaire consisted of a section about beliefs concerning vocabulary learning and they concluded by classifying 91 vocabulary learning strategies into seven sub-categories. The table 2.3 below shows the classification.

Table3

*Classification of Vocabulary Learning Strategies by Gu And Johnson (1996)*

1. Metacognitive regulation
Selective attention
Self-initiation
2. Guessing strategies
Using background knowledge/wider context
Using linguistic cues/immediate context
3. Dictionary strategies
Dictionary strategies for comprehension
Extended dictionary strategies
Looking-up strategies
4. Note-taking strategies
Meaning-oriented note-taking strategies
Usage-oriented note-taking strategies
5. Rehearsal strategies
Using word lists
Oral repetition
Visual repetition
6. Encoding strategies
Association/Elaboration
Imagery
Visual encoding
Auditory encoding
Using word-structure
Semantic encoding
Contextual encoding
7. Activation strategies

Lin (2001) researched the vocabulary learning strategies of seven Taiwanese elementary school students. Several research instruments were used, including classroom observation, written records, oral interviews etc. Even though the sample was small, he identified 73 vocabulary learning strategies, which he summarized into three parts: Metacognitive, Cognitive, and Socio-affective. Each category had its subcategories.

Table4

*Taxonomy of Vocabulary Learning Strategies by Lin (2001)*

Strategy categories	Strategies
Metacognitive strategies	Advanced preparation Selective attention Monitoring
Cognitive strategies	Written Repetition Verbal repetition Segmentation Phonics Application Association Resourcing Predicting Elaborating Recalling Others
Social-affective strategies	Asking for help Cooperation Others

**Schmitt's Taxonomy**

Schmitt proposed the most comprehensive list of vocabulary learning strategy he could and classified them based on one of the current descriptive systems. He mainly referred to Oxford's (1990) classification. He did his research on a large group of 600 Japanese students comprising four different levels of learners: junior high school and senior high school students, university and adult students. However in all the four groups the students were chosen from three different kinds of schools – lower, medium and higher prestige level. He applied the taxonomy of vocabulary learning strategies designed by him as a research instrument. His main objective was to find out the answers which strategies the students used (subjects were asked to answer Yes/No to report) and which they considered helpful even if they did not use them (subjects were asked to rank the top 5 most helpful strategies). His 58 strategy was categorized into the framework of two systems. He stationed his classification on Oxford's (1990) classification by including four of her categories: Social, Memory, Cognitive and Metacognitive. He added a new category as 'Determination strategies' since Oxford's

classification had no description for the strategies employed by a learner when he tries to determine the meaning of a new word without any help from an expert. He also included the distinction between discovery and consolidation strategies suggested by Cook and Mayer (1983) and Nation (1990). The first category aids the learners to determine the meaning of a word when encountered for the first time while the latter helps in the memorization of the word.

Schmitt's research yielded interesting results. First, the comparison among the two sets of data-the most used strategies and most helpful strategies revealed some overlap. There were six strategies in common. They were: "bilingual dictionary," "verbal repetition," "written repetition," "say a word aloud," "study a word's spelling," and "take notes in class." Secondly, as the learner gradually becomes more proficient in the course of time the use of strategy changes. Most of the strategies become more important with age involving the kind of "deeper processing" (imaging, association, analysis). Schmitt's research was of great importance for his proposal of a comprehensive taxonomy of vocabulary learning strategies and his indication of the varying use of strategies over learners' age.

## **Discussion**

Schmitt defined each strategy as follows.

### I. Discovery dimension:

1. Determination strategies (DET): this strategy is used by an individual when he tries to guess the meaning of an unknown word without any external help. Consequently, learners try to find out the meaning of the new word guessing through the context, structural knowledge of the language and reference materials

2. Social strategies (SOC): these strategies involve interaction with other people to develop language skills. Asking people for help with unknown words can be termed as social strategies.

## II. Consolidation dimension:

1. Social strategies (SOC): have group work to learn or practice vocabulary.

2. Memory strategies (MEM): relating new things to existing knowledge by the help of some kind of grouping.

3. Cognitive strategies (COG): in this strategy the learner transforms and manipulates the target language in his personal ways. They are quite similar to memory strategies but do not involve mental processing. They mostly involve processes like repetitions or simple tools such as flash cards.

4. Metacognitive strategies (MET): involve an attentive analysis of the learning process and taking planned decisions regarding the monitoring or evaluating the best ways to study.

Schmitt divides the strategies into two categories: determining the meanings of new words when the learner encounters them for the first time and strengthening its meaning when the learner encounters them again. The previous category contains determination and social strategies whereas the latter contains metacognitive, cognitive, social and memory strategies. Since social strategies can be used in both Schmitt has included them as well. According to him, determination strategies are strategies when the learner is forced to discover the meaning of a new word without any external. Consequently, learners try to guess the meaning of an unknown word through the context or the grammatical make up, structural knowledge of the language and reference materials. A different way to discover new meanings is through asking people for help with unknown words which are known as social strategies. Hence

learners involve all the social, memory, cognitive and metacognitive strategies to boost their vocabulary expertise.

Learning new words through group studies and practicing them is also an instance of social strategies to consolidate a word. Relating a word through imagery or grouping with some previously gained knowledge can be termed as memory strategies. Cognitive strategies are quite similar to the memory strategies but do not involve mental processing since it includes repetition and using simple mechanical tools such as flash cards, word lists etc. to improve vocabulary. Metacognitive strategies are personal strategies defined by the learners themselves to control and evaluate their own progress. In simple words it can be defined as strategies to test oneself.

Precisely classification of Schmitt's taxonomy of vocabulary learning strategy is as follows:

Table5

*Taxonomy of Vocabulary Learning strategies by Schmitt*

Strategy Group	
Strategies for the discovery of a new word's meaning	
DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary (e.g. Turkish -English dictionary)
DET	Monolingual dictionary (e.g. Turkish-Turkish 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

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 Strategy Group

 Strategies for consolidating a word once it has been encountered
 

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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 Method1
MEM	Logic Method2
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

---

 Strategy Group

 Strategies for consolidating a word once it has been encountered
 

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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.

## **Chapter Three**

### **Methodology**

Jamia Milia Islamia is a multicultural and multilingual university with students from different states of India. These students bring distinct experiences in term of multi-learning models into the classroom, which may contribute substantially to enhance classroom instructional strategies. This chapter includes four main aims: a description of the subjects, description of the data collection procedure, distribution of the questionnaire and the statistical analysis of the data obtained.

#### **Subjects**

The participants in this survey study were 105 students who study in different Turkish programs such as three years bachelors or other diploma certificate programs at JMI. The participants' age ranged between 18-25 years of age.

#### **Instrument**

The data was collected through a survey and an instrument designed specifically for the purpose of this study was used in the survey consisting of a 25 -item questionnaire based on Schmitt's Taxonomy.

There are around 56 different categories in Schmitt's Taxonomy. But only 25 strategies are adopted which best suited the needs for this survey. For instance, cut-off strategy is "Analyze supra-segmental features" which was not suitable for the participants' learning level was not included in this questionnaire. Similarly among the determination category, there are 3 strategies about using a dictionary that might be confusing so they were put into 1 question.



## **Preparation**

Questionnaire was constructed consulting a variety of journals, textbooks, research studies related to language and vocabulary strategies. The questionnaire is based on Schmitt's Taxonomy for vocabulary learning strategies as it is believed to be one of the most extensive lists of strategies available and it matches with this purpose of study. However, small changes were done keeping in mind the subjects' learning environment, the level and the background knowledge.

## **Questionnaire Details**

The questionnaire was prepared with adaptations from Schmitt's questionnaire (1997) demonstrated in his taxonomy of vocabulary learning strategies. The questions were in English language and consisted of two parts. The first part contained the participants' personal information as well as the general background information. Data included participants' details about age, gender, the participants' duration of studying Turkish language, and their average grades in Turkish. The second part consisted of vocabulary learning strategies used by the students. Implementation and frequency of the use of different vocabulary learning strategies, by the participants were determined through the 25-item questionnaires. The frequency of the usage of each strategy was indicated through the following measures:

4 = always use it

3 = often use it

2 = sometimes use it

1 = seldom use it

0 = never use it

## **Procedures**

1. The data was collected through the questionnaire in English language composed of 25 items categorized into six types of strategies, which were adapted from the vocabulary learning strategy classification based on Schmitt's Taxonomy (1997): Determination, Social (Discovery), Social (Consolidation), Memory, and Cognitive.

2. The questionnaires were distributed at different intervals among different levels.

3. Before giving out the forms the participants were told that their participation was voluntary.

4. The questionnaire was well explained to the participants and they were asked to answer accordingly and the results were collected.

5. Most of the data collected were correct and hence were analyzed and retrieved for coding.

## **Data Analysis**

Through the statistical program SPSS 20.0, the data obtained from the part II of the questionnaires was analyzed.

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

2. Part II: the questionnaires of the five categories: the determination, the Social (Discovery and Consolidation), the Memory, the Cognitive and the Metacognitive. The mean ( $\bar{X}$ ), and the percentage were used to calculate the data.

The results of the data are discussed in the following chapter.

## Chapter Four

### Results

This chapter discusses the results acquired from the questionnaires to investigate vocabulary strategies used by the participants in this study, and implementation of the most and least frequently used vocabulary learning strategies. The tables below illustrate mean scores of all vocabulary learning strategies.

The results are split into two parts; the participants' general information and their use of vocabulary learning strategies.

#### Results From Part I of the Questionnaire

Table6

##### *The Participants' General Information*

Characteristics	Frequency	Percentage
Gender		
Male	76	72.1
Female	28	26.9
Total	104	100.00
Age		
17-21	31	29.8
More than 21	73	70.2
Total	104	100.00
Year Of Turkish Learning		
1-2 years	41	39.4
3-5 years	63	60.6
Total	104	100.00
Grade of Turkish		
1.00-2.00	56	53.8
3.01-4.00	48	46.2
Total	104	100.00

From Table1. We can conclude that around 76% of the subjects were males. A majority of them i.e. 70.2 % of them were of more than 21 years of age. Among 104 students

63 students have studied Turkish for 3 or more than 3 years. But 53.8 % of the students have scores around 2 and the remaining students have secured GPA around 3-4.

### **The Use of Vocabulary Learning Strategies**

#### **Overall strategies use of the five categories of strategies**

Table7

#### *Percentage of Overall Strategy Use*

	N	Minimum	Maximum	Mean	Std. Deviation
Memory Strategies	104	.75	8.50	2.69	.997
Determination Strategies	104	1.00	4.00	2.59	.716
Social Strategies	104	1.14	4.00	2.41	.668
Cognitive strategies	104	.67	3.67	2.22	.783
Metacognitive Strategies	104	.50	3.83	2.12	.879

Findings show that in five categories, the participants most frequently used memory strategies at the highest mean score of 2.69. While the least used strategies were metacognitive strategies with the lowest mean score of 2.12.

Table8

*Descriptive statistics of all strategies implemented in descending order of implementation*

	N	Minimum	Maximum	Mean	Std. Deviation
19. When I try to remember a word, I write or say it repeatedly.	104	.00	4.00	3.19	.966
1. I use a bilingual dictionary to help me translate Turkish words into English or my mother tongue.	104	1.00	4.00	3.12	.931
12. I study spellings of new words.	104	1.00	4.00	3.03	1.148
7. I know some new words when working in group works.	104	.00	4.00	2.81	.973
15. I repeatedly practice new words.	104	.00	4.00	2.81	.963
14. I speak words out loud when studying.	104	.00	4.00	2.77	1.246
11. I write a new word in a sentence so I can remember it.	104	.00	4.00	2.72	1.202
8. I practice Turkish in group work activities.	104	.00	4.00	2.65	1.298
6. I ask my classmate for meaning.	104	00	4.00	2.63	1.182
3. I learn meaning of words by identifying its part of speech.	104	.00	4.00	2.53	1.013
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	104	.00	4.00	2.43	1.155
21. I listen to Turkish songs and news.	104	.00	4.00	2.40	1.417
24. I do not worry very much about the difficult words found when reading or listening, I pass them.	104	.00	4.00	2.24	1.218
10. I learn words about the culture of Turkish speaking countries.	104	.00	4.00	2.19	1.277
4. I ask the teacher to translate the words into English.	104	.00	4.00	2.17	1.186
25. I use on-line exercise to test my vocabulary knowledge.	104	.00	4.00	2.16	1.387
2. I use pictures illustrated in the textbook to find the word meanings.	104	.00	4.00	2.12	1.171
20. I make vocabulary cards and take them with me wherever I go.	104	.00	4.00	2.06	1.374

13. I use physical actions when learning words.	104	.00	4.00	2.05	1.283
9. I ask native speakers for help. (if any in my class)	104	.00	4.00	2.02	1.430
23. I review my own Turkish vocabulary cards for revising before the next lesson starts.	104	.00	4.00	2.00	1.365
17. I learn words by listening to vocabulary CDs.	104	.00	4.00	1.99	1.361
22. I memorize word from Turkish magazines and newspapers.	104	.00	4.00	1.85	1.389
16. I write a new word on a flash card so I can remember it.	104	.00	4.00	1.64	1.253
18. I record vocabulary from Turkish soundtrack movies in my notebook.	104	.00	4.00	1.62	1.224

From the table above it can be seen that the three most frequently used strategy adopted by the students were, ‘When I try to remember a word, I write or say it repeatedly’ in the first place having a mean score of 3.19 followed by ‘I use a bilingual dictionary to help me translate Turkish words into English or my mother tongue’ having a mean value of 3.12. ‘I study spellings of new words’ was the third most frequently adopted strategy having a mean value of 3.03.

And the least adopted strategy was ‘I record vocabulary from Turkish soundtrack movies in my notebook’ with a mean value of 1.62.

Table9

*Descriptive statistics of Strategy Use in Individual Item of determination in descending order*

	N	Minimum	Maximum	Mean	Std. Deviation
1. I use a bilingual dictionary to help me translate Turkish words into English or my mother tongue.	104	1.00	4.00	3.12	.931
3. I learn meaning of words by identifying its part of speech.	104	.00	4.00	2.53	1.013
2. I use pictures illustrated in the textbook to find the word meanings.	104	.00	4.00	2.12	1.171

According to the results through SPSS it was found out that the most frequently used determination strategy adopted by students was ‘I use a bilingual dictionary to help me translate Turkish words into English or my mother tongue’ with a mean score of 3.12 while the least adopted strategy turned out to be ‘I use pictures illustrated in the textbook to find the word meanings’ with a mean of 2.12.

Table10

*Descriptive Statistics Use in Individual Item of Social Strategies in descending order*

*(Discovery and consolidation)*

	N	Minimum	Maximum	Mean	Std. Deviation
7. I know some new words when working in group works.	104	.00	4.00	2.81	.973
8. I practice Turkish in group work activities.	104	.00	4.00	2.65	1.298
6. I ask my classmate for meaning.	104	.00	4.00	2.63	1.182
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	104	.00	4.00	2.43	1.155
10. I learn words about the culture of Turkish speaking countries.	104	.00	4.00	2.19	1.277

4. I ask the teacher to translate the words into English.	104	.00	4.00	2.17	1.186
9. I ask native speakers for help. (if any in my class)	104	.00	4.00	2.02	1.430

According to the results among adaptation of social strategies, the most frequently used strategy was 'I know some new words when working in group works' at mean of 2.81 and the least adapted strategy was 'I ask native speakers for help (if any in my class)' with a mean 2.02.

Table11

*Descriptive Statistics of Strategy Use in Individual Item of Memory in descending order*

	N	Minimum	Maximum	Mean	Std. Deviation
12. I study spellings of new words.	104	1.00	4.00	3.03	1.148
14. I speak words out loud when studying.	104	.00	4.00	2.77	1.246
11. I write a new word in a sentence so I can remember it.	104	.00	4.00	2.72	1.202
13. I use physical actions when learning words.	104	.00	4.00	2.05	1.283

From the results above it was found that the most frequently used memory strategy was 'I study spellings of new words' with a mean value of 3.03 while the least used memory strategy among students was 'I use physical actions when learning new words' with a mean value of 2.05.



Table12

*Descriptive Statistics of Strategy Use in Individual Item of Cognitive in descending order*

	N	Minimum	Maximum	Mean	Std. Deviation
19. When I try to remember a word, I write or say it repeatedly.	104	.00	4.00	3.19	.966
15. I repeatedly practice new words.	104	.00	4.00	2.81	.963
20. I make vocabulary cards and take them with me wherever I go.	104	.00	4.00	2.06	1.374
17. I learn words by listening to vocabulary CDs.	104	.00	4.00	1.99	1.361
16. I write a new word on a flash card so I can remember it.	104	.00	4.00	1.64	1.253
18. I record vocabulary from Turkish soundtrack movies in my notebook.	104	.00	4.00	1.62	1.224

Among the most frequently adapted cognitive strategies among students it was found that students applied ‘When I try to remember a word, I write or say it repeatedly’ the most and the mean was 3.19 while the least applied cognitive strategy was ‘I record vocabulary from Turkish soundtrack movies in my notebook’ with a mean value of 1.62.

Table13

*Descriptive Statistics of Strategy Use in Individual Item of Metacognitive*

	N	Minimum	Maximum	Mean	Std. Deviation
21. I listen to Turkish songs and news.	104	.00	4.00	2.40	1.417
24. I do not worry very much about the difficult words found when reading or listening, I pass them.	104	.00	4.00	2.24	1.218
25. I use on-line exercise to test my vocabulary knowledge.	104	.00	4.00	2.16	1.387
23. I review my own Turkish vocabulary cards for revising before the next lesson starts.	104	.00	4.00	2.00	1.365
22. I memorize word from Turkish magazines and newspapers.	104	.00	4.00	1.85	1.389

Among the Metacognitive strategies it was found out through the study that ‘I listen to Turkish songs and news’ was the most preferable among the students with a mean of 2.40 as compared to the least preferred one, ‘I memorize word from Turkish magazines and newspapers’ with a mean of 1.85.

## **Chapter Five**

### **Conclusions, Discussions, and Recommendations**

The previous chapter presents a comprehensive view of the survey results of the participants. It also presents a summary of the findings, discussions, conclusion of the study and recommendations for further research and its implications.

#### **Summary of the Study**

This study was aimed at investigating the most and the least frequently used vocabulary learning strategies of students who are studying Turkish as a foreign language in India.

The questionnaires were prepared in English consisting of 25 items classified into five different strategies, taken from the classification of vocabulary learning strategy based on Schmitt's Taxonomy (1997), and the data was collected. The questionnaires were distributed to 104 students and then analysed. The data was analysed through SPSS 20.0 for windows which compared the mean scores of each strategy.

#### **Discussion**

It was revealed on a close study of the findings that the students at Jamia Milia Islamia University apply Memory Strategies ( $X=2.69$ ) the most to enrich their vocabulary. From Table 7 we can see that students preferred Memory Strategies such as 'I write a new word in a sentence so I can remember it', 'I study spellings of new words', 'I use physical actions when learning words', or 'I speak words out loud when studying' to develop their vocabulary.

However the two most preferred independent strategies were ‘When I try to remember a word, I write or say it repeatedly’ which clearly shows that the students prefer to rot down the words to develop their vocabulary since they find rotting down vocabulary as the easiest way because they don’t get to use the same vocabulary time and again. And the second most preferred strategy was ‘I use a bilingual dictionary to help me translate Turkish words into English or my mother tongue’. Since most of the students are fluent in English they prefer to use a bilingual dictionary to derive the meanings of unknown words and develop their vocabulary without any external help.

Among determination strategies adopted by students it was found out that a majority of students preferred using bilingual dictionary (English-Turkish or Turkish-English) to translate words. Students find it the most and easiest method to develop their vocabulary. The next most preferred strategy was to learn the meaning of the words through identifying the parts of speech. The least preferred choice of determination strategy was to guess the meaning of the words through the pictures in the textbook.

Social strategies adopted by the students will be discussed here. However both discovery and consolidation strategies we included together. The most adopted strategy as obtained from the result was a discovery strategy that the students learn more words while working in a group followed by practicing of Turkish in group work activities. The next strategy adopted in order preference was to ask a classmate (non- native) for meaning. Students asking the teacher to put an unknown word into a sentence and make them understand received an average response. Strategies such as learning new words about the culture of Turkish speaking countries or asking the native speaker for help (if any in the class) were among the least preferred social strategies.

Among the use of memory strategies for vocabulary learning the students mostly preferred to study the spellings of new words to develop their vocabulary. It was followed by speaking out words loud when studying vocabulary. The least preferred memory strategy were writing new words in a sentence so as to remember it and using physical actions when learning new words. However, memory strategies were the most preferred strategies by the language learners.

The use of cognitive strategies is as follows. Most of the students favoured writing or saying a new word repeatedly while trying to remember it. It was closely followed by repeatedly practicing new words strategy. The least preferred strategies were making vocabulary cards and carrying them, writing a fresh word on flash card and remembering it or recording vocabulary from Turkish sound track movies into notebook.

The last category comprised of metacognitive strategies. The students preferred to listen to Turkish songs and news. It was also found that most students didn't bother to ponder much on the difficult words found while listening or reading. Use of online exercise to test vocabulary was not very popular among the students. Similarly revision of Turkish vocabulary cards before the next lesson was also among the least preferred. It was also found through the study that since there isn't much access to Turkish magazines and newspapers, most students don't prefer them in the process of language learning.

There was an interesting thing to notice in the results obtained. Two statements from the same category were the most and the least preferred strategies. Among cognitive strategies 'when I try to remember a word, I write or say it repeatedly' was the most adopted strategy whereas 'I record vocabulary from Turkish soundtrack movies in my notebook' was the least preferred.

Many strategies which could have been more useful or were expected to be more preferable by the students were not found in the results obtained. It was found out that the statements such as, 'I memorize words from Turkish magazines and newspapers' or 'I record vocabulary from Turkish soundtrack movies in my notebook' were among the least adopted. It shows to an extent that use of electronic media is quite minimal in the vocabulary language learning process. These strategies can be utilised by the language teachers to develop or introduce new ideas or methods to make the students utilise these habits to have an improved vocabulary.

The least preferred independent strategy by the students was 'I record vocabulary from Turkish soundtrack movies in my notebook'. And the least adapted strategy group was Metacognitive strategies. Some examples of metacognitive strategies are as follows, 'I listen to Turkish songs and news', 'I review my own Turkish vocabulary cards for revising before the next lesson starts', or 'I use online exercise to test my vocabulary knowledge'. As a language student myself in India I agree to most of the results obtained. Most of these metacognitive strategies are not preferred by the students might be because of the lack of materials. For example the students have no direct access to proper Turkish music or print media. Hence they are deprived of this advantage which keeps them far from adopting these strategies.

The co-relations between various strategies were also compared with each other. The results obtained showed that there is a medium level co-relation between Social and Determination strategies, Social and Memory Strategies, Social and Cognitive Strategies and Social and Metacognitive as well. The relation was medium for Memory and Cognitive Strategies too. However a high correlation value has been found between Meta Cognitive and Cognitive Strategies.

## Conclusion

From the study it was found out that the most preferred strategies among students to learn vocabulary was Memory Strategies and the least adapted strategies were Metacognitive Strategies. Further, among memory strategies the most widely used strategy was 'I study spellings of new words' which shows that most students prefer to rote down the vocabulary and find it as the simplest way to develop their vocabulary. The second most preferred strategy was the use of a bilingual dictionary to check the meanings of the new words.

The least used strategy was 'I use physical actions when learning new words'. The least preferred strategy group was Metacognitive Strategy and 'I memorize words from Turkish magazines and newspaper' was the least adopted strategy.

It was also found out through the study that most students didn't know the importance of vocabulary learning since they consider it as similar to any other part of language learning. Hence they give little or no separate importance attention to the development of vocabulary. Similarly, the teachers too pay little heed on the need of teaching vocabulary as seriously as language teaching.

## Recommendations

- These results can be applied on the Turkish teaching system at Jamia Milia Islamia University to improve the standards of Turkish vocabulary teaching. Since it was found that many vocabulary learning strategies which seemed feasible for the students were not used much or rather were not preferred by the students. Better implementation of vocabulary teaching methods can be done as compared to the current methods.
- This study can briefly guide the language instructors about the conditions of the language learners hence then can guide themselves as well as their students according to their needs and demands.
- A quantitative study regarding the use of Turkish newspapers, magazines and journals by the language learners can be done. Hence, students can be encouraged to engage themselves in learning language through media both print and electric. Turkish print media in large numbers should be made more accessible to the students in India.
- A wider study can be done to investigate the influence of local languages like Hindi or Urdu in the learning of Turkish language in India. Since, we know that Urdu and Hindi words have a lot of common words in them. The root of these words and their influences on each other can be investigated in a broader scale.
- A quantitative study on ‘Turkish as a foreign language in India’ can be done. Several important topics like the Turkish teaching at different universities, their levels, the study materials they use, the strategies they adopt to learn Turkish language.



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## Appendix

## Appendix A: Questionnaire of Vocabulary Learning Strategies

### Questionnaire

Directions.

• This vocabulary learning strategy is designed for students who learn Turkish as a foreign language. You will find about vocabulary learning strategies. Please read each statement.

• Put ( ✓ ) in the box (4, 3, 2, 1, or 0) that tells the degree of opinion on the strategies you use to learn Turkish vocabulary. Please mark the statement that most describes you.

4 = always use it

3 = often use it

2 = sometimes use it

1 = seldom use it

0 = never use it

### Part I: General Information

1. Gender            Female        Male           

2. Age                18-20 years     More than 20 years

3. How long have you been studying Turkish?

3-5 years         5-10 years     More than 10 years

4. Grade of Turkish subject: \_\_\_\_\_

### Part II: Statements of Vocabulary Learning Strategies

Put ( ) in the box which most describes your opinion on the strategies you use to learn Turkish vocabulary.

Example:

The Statement of Vocabulary Learning Strategies	Degree of frequency				
	4	3	2	1	0
1. I use a bilingual dictionary to help me translate Turkish words into English\mother tongue.	✓				
The Statement of Vocabulary Learning Strategies	Degree of frequency				
1. I use a bilingual dictionary to help me translate Turkish words into English or my mother tongue.					
2. I use pictures illustrated in the textbook to find the word meanings.					
3. I learn meaning of words by identifying its part of speech.					
4. I ask the teacher to translate the words into English.					
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.					
6. I ask my classmate for meaning.					
7. I know some new words when working in group works.					
8. I practice Turkish in group work activities.					
9. I ask native speakers for help. (if any in my class)					
10. I learn words about the culture of Turkish speaking countries.					
11. I write a new word in a sentence so I can remember it.					
12. I study spellings of new words.					
13. I use physical actions when learning words.					
14. I speak words out loud when studying.					
15. I repeatedly practice new words.					
16. I write a new word on a flash card so I can remember it.					
17. I learn words by listening to vocabulary CDs.					
18. I record vocabulary from Turkish soundtrack movies in my notebook.					
19. When I try to remember a word, I write or say it repeatedly.					
20. I make vocabulary cards and take them with me wherever I go.					
21. I listen to Turkish songs and news.					
22. I memorize word from Turkish magazines\newspapers.					
23. I review my own Turkish vocabulary cards for revising before the next lesson starts.					
24. I do not worry very much about the difficult words found when reading or listening, I pass them.					
25. I use on-line exercise to test my vocabulary knowledge.					