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TURKISH EFL INSTRUCTORS' USE OF VOCABULARY TEACHING TECHNIQUES AND THEIR OPINIONS ABOUT STUDENTS' VOCABULARY LEARNING STRATEGIES

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ÖZET

Türkiye'deki İngilizce Okutmanlarının Kelime Öğrenme Tekniklerini Kullanımı ve Öğrencilerinin Kullandığı Kelime Öğrenme Stratejilerine ilişkin Düşünceleri

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Bu çalışmanın amacı, Türkiye'deki hazırlık sınıflarında İngilizce okutmanlarının kelime öğretirken kullandıkları teknikleri tespit etmektir. Çalışma, aynı zamanda, öğrencilerin kelime öğrenirken kullandıkları stratejilere ilişkin İngilizce okutmanlarının düşüncelerini de bulmayı amaçlamıştır. İngilizce okutmanlarının karşılaştıkları zorluklara ışık tutmak ve durum ile ilgili farkındalık yaratmak için çalışmada görüşme tekniği kullanılmıştır. Çalışmadaki katılımcılar Aydın Adnan Menderes Üniversitesi Yabancı Diller Yüksekokulunda çalışan 20 okutmandan oluşmuştur. Bu okutmanlar maksimum çeşitleme örnekleme yöntemi ile seçilmiştir. Üç ile 17 yıl arasında öğretmenlik tecrübesine sahip olan katılımcılar cinsiyet ve öğretmenlik tecrübesine göre dikkatlice seçilmiştir. Görüşme öncesinden 20 okutmandan randevu alınmıştır. Katılımcılar çalışmanın içeriği ve yapılacak olan görüşme ile ilgili bilgilendirilmişlerdir. Görüşme yarı yapılandırılmış olduğundan sorular da önceden hazırlanmış açık uçlu sorulardan oluşmuştur. Görüşmeler her bir katılımcı ile birebir sözlü olarak yapılmıştır ve kaydetmek için bir kayıt cihazı kullanılmıştır. Her bir görüşme 20 ile 30 dakika arasında sürmüştür fakat tüm görüşmeler toplamda üç ay sürmüştür. Daha sonra veriler içerik analizi yapılarak değerlendirilmiştir ve analiz olarak tematik analiz kullanılmıştır. Verilerin analizinin sonucunda araştırma soruları ile ilişkili olarak sekiz farklı tema kategorisi kodlanmıştır. Bu temalar incelendiğinde, okutmanların kelime öğretme stratejilerini kullandığı fakat tümünü kullanma açısından birtakım eksiklikleri olduğu tespit edilmiştir. Buna ek olarak, okutmanların bir kısmının öğrencilerinin kullandığı kelime öğrenme stratejileri ile ilgili farkındalıklarının olmadığı tespit edilerek, bu konunun ciddi olarak ele alınması ve tartışılması gerektiği öne sürülmüştür.

Anahtar Kelimeler: Kelime Öğretme Stratejileri, Kelime Öğrenme Stratejileri, okutman farkındalığı

ABSTRACT

Turkish EFL Instructors' Use of Vocabulary Teaching Techniques and Their Opinions about Students' Vocabulary Learning Strategies

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The study aimed to find out what vocabulary teaching techniques EFL instructors use in prep classes. The study also aimed to find out EFL instructors' opinions about their students' vocabulary learning strategies. In order to shed light on the difficulties EFL teachers face and find some solutions and create awareness about the situation, a semi-structured interview was carried out in the study. The participants were 20 instructors who worked at Aydın Adnan Menderes University School of Foreign Languages in Turkey. The interviewees were chosen via maximum variation sampling method. The participants' were selected carefully in terms of gender and teaching experience. The participants had various teaching experience between three to 17 years. The interviews were scheduled in advance and the participants were informed about the content of the study and the interview. The interview was semi-structured and the questions were pre-prepared and open-ended. The interviews were made with each participant and they were conducted one to one, verbally. In order to record all the interviews, a recorder was used. Each of the interview lasted between 20 to 30 minutes over a period of three months. Afterwards, the data were analyzed with content analysis method. For the content analysis of the data thematic analysis was applied. After the examination of the data, codes were formed under eight categories of themes in parallel to the questions in the interview. When the themes were observed it was seen that the instructors use vocabulary teaching techniques but there are some weaknesses in terms of using vocabulary teaching techniques. Moreover, some of the instructors' unawareness of their students' using vocabulary learning strategies is a problem to be taken into consideration seriously and to be discussed thoroughly.

Keywords: Vocabulary Learning Strategies, Vocabulary Teaching Techniques, Instructors' Awareness.

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ABBREVIATIONS

ELT : English Language Teaching

L1 : Mother Tongue

L2 : Second/Foreign Language

Ins : Instructor

CHAPTER I

INTRODUCTION

This chapter provides information about the background to the study with a brief description of vocabulary acquisition, vocabulary teaching and vocabulary learning strategies. The statement of the problem, purpose and significance of the study will also be presented as well as the research questions and assumptions in line with the previous studies in the field.

1.1.   Background to the Study

Learning a language can be fun, but it can also be very challenging and difficult. In fact, learning your mother tongue or another language can take up to a lifetime. Imagine how many years a person has to spend learning his or her mother tongue. Even for an adult person, there is still a high possibility that one might come across some new words that he or she has never seen before in daily tasks or life situations. There is a justification of increasing difficulty in learning a second or foreign language (Mok & Lam, 2011).

The organized study of how people acquire a second language (often referred to as L2) is quite a new phenomenon which starts in the second half of the twentieth century (Ellis, 2002). As we all agree, learning a language is probably the most cognitively challenging task a person goes through. But whereas the grammar of a language is mostly achieved by the time a child is 10 years old, vocabulary continues to be learned throughout one's lifetime (Crystal, cited in Schmitt, 2010). Vocabulary learning does not appear to slow down by age because an individual needs words throughout a lifetime. Related to this issue, it is worth noting that, there has been a reappearance of interest in vocabulary teaching in recent years. This is partly due to the recent availability of computerized databases of words (or corpora), and partly due to the development of new approaches to language teaching which are much more 'word-centred', such as the 'lexical approach' (Thornbury, 2004).

Ghazal (2007, p.84) states that there is vocabulary in the centre of language which is significant for language learners. He adds by saying that "words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning." We need vocabulary for various purposes. For example, as Nation (2006) mentioned it is needed for typical language use like reading a novel, reading a newspaper, watching a movie, and taking part in a conversation. Related to this issue; Nation (2006)'s study shows that in order to write a text in English a 8,000-9,000 word-family

vocabulary is needed, and 6,000-7,000 families are needed in order to speak in various contexts. However, some linguists claim that no one knows exactly how many English words must be learned for a real command of the language. Approximately 30,000 is the number which is often mentioned as Allen (1983) states. As we go further some research, we reach different number of words which one should learn in a language.

The average educated adult native speaker of English knows between fifteen and twenty thousand word families. These estimates are rather low because the counting unit is word families which have several derived family members and proper nouns are not included in the count. However, Nation (1994) states that it is not sufficient to have a large vocabulary. Learners must be able to access and use what is already known. Many L2 learners of English also know thousands of word families (Schmitt, 2007).

While quantity of words is being discussed, in most studies we come across to a question very often. The question is about what exactly it means to know a word.

Richards (1976, p.79) claims that knowing a word involves knowing:

- *a great deal about its general frequency of use, syntactic and situational limitations on its use,*
- *its underlying form and the forms that can be derived from it,*
- *the network of its semantic features and,*
- *the various meanings associated with the item.*

On the other hand, Schmitt (2010) states that it is still mysterious how vocabulary learning functions, but it is certain that words are not acquired at once, at least not for adult second language learners. Rather they are gradually learned over a period of time from numerous exposures. In the introduction to their Cambridge English Course, Swan and Walter (cited in Thornbury, 2004, p.14) wrote that 'vocabulary acquisition is the largest and most important task facing the language learner'. Thornbury (2004) explains what it means to know a word as knowing its form and meaning basically.

Languages are made up of words and all languages have words. As Vygotsky says "A word is a microcosm of human consciousness." (cited in Thornbury, 2004, p.1). Nation, (2007, p.23) also quotes that "words are not isolated units of language, but fit into many interlocking systems and levels." This perspective gives an idea that one should learn lots of things about a word and knowing a word has different levels. In addition to this issue, there are various reasons why you learn so many words. As Nation (2007) states vocabulary

learning is only one sub-goal of a series of goals that are important in the language classroom.

A question of considerable interest is what the process of vocabulary acquisition is. Schmitt (2010) claims that there are two main processes of vocabulary acquisition: *explicit learning* through the focused study of words and *incidental learning* through exposure when one's attention is focused on the use of language, rather than the learning itself.

It is important to acknowledge the additive nature of vocabulary learning, and to understand that an effective vocabulary learning program needs to be principled, long term, and have high vocabulary learning expectations. Schmitt (2008) states that there will never be one 'best' teaching method for teachers of English, but teachers should not forget to maximize the prolonged commitment with words.

1.2.   Statement of the Problem

"If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" says Harmer (2007, p. 229). The four basic language skills which are reading, writing, speaking and listening are connected to vocabulary knowledge of the student. Therefore English teachers should be considering vocabulary when choosing textbooks and preparing for their classes.

As Nation (1990) stated it is important to make sure that the learner's vocabulary knowledge is sufficient enough for their general or specific needs in an educational context. To satisfy these needs, one should learn some strategies to build his/her vocabulary knowledge. Is it possible for a person to learn strategies on his/her own? Or is it necessary to receive some support? In order to find the answers to these questions and to meet the deficit in this field, it is essential to know whether EFL instructors are aware of vocabulary learning strategies or not and what challenges they face while teaching vocabulary.

1.3.   Purpose of the Study

In the recent decades, there has been an awakening movement in vocabulary teaching. Language teachers are gradually becoming aware that giving the L1 translation of the unknown words can only save the day, or even the moment. Words cannot be taught in isolation, but instead should be taught in contexts with appropriate strategies. In order to accomplish this goal, both teachers and learners should be aware and capable of using vocabulary learning/teaching strategies.

By keeping these clearly in mind, this study aims to find out what vocabulary teaching techniques EFL instructors use in prep classes. The study also aimed to find out EFL instructors' opinions about their students' vocabulary learning strategies. With this study, the researcher hopes to shed light on the difficulties EFL teachers face and find some solutions and create awareness about the situation.

1.4.   Research Questions

The research questions to which this study attempt to find answers are as follows:

1. What vocabulary teaching techniques do EFL instructors use in prep classes?
2. What are EFL instructors' opinions about their students' vocabulary learning strategies?

1.5.   Significance of the Study

Based on semantics, 'a word can be defined as the smallest meaningful unit of language' (Carter, 1987). As there is still no satisfactory definition of what 'meaning' is, i.e. what the relationship between the linguistic sign is and what it stands for in the language, this definition is not reliable enough (Takač, 2008).

For this reason, due to the definitions above, it can be said that vocabulary learning can be a struggle to make for most students. Not to mention the fact that vocabulary is an essential component in language learning, the way of teaching vocabulary in language teaching should be taken seriously.

To be more precise, language instructors must give up on the idea of teaching all of the words in the language to the students in a classroom situation. On the other hand, the power of words should never be underestimated. The list of words which is taught during a language course should not be at variance with the objectives of the course. It is also necessary to understand that it is challenging for the students to learn new words in English. However, there are a number of reasons why learning words is so difficult. First of all, in addition to knowing English words and their meanings, one must know also how the words work together in English sentences (Allen, 1983). Another reason may be that some words in English do not exist in the students' mother tongue and there is no equivalence. Additionally some words have a similar spelling and pronunciation which prevents students to learn the words accurately and fluently. In this sense, it is crucial for teachers of English to be aware of these difficulties and provide a clear understanding of the situation.

1.6.   Limitations of the Study

The study is conducted with the aim of finding out what vocabulary teaching techniques EFL instructors use in prep classes. The study also aims to find out EFL instructors' opinions about their students' vocabulary learning strategies.

The limitations of the study can be listed as follows:

1. The study findings are limited to 20 participants who work at Aydın Adnan Menderes University, School of Foreign Languages.

2. The number of participants may not be adequate enough to have a general idea of the instructors' opinions about vocabulary teaching/learning strategies in Turkish context.

1.7.   Assumptions of the Study

The following items indicate the main assumptions of this study:

1. It is assumed that all participants were sincere in their responses and took part in the study willingly.

2. The number of participants could represent all ELT programs in Turkey.

3. The findings would reflect the actual facts of EFL instructors' knowledge of vocabulary teaching strategies.

CHAPTER II

LITERATURE REVIEW

This chapter aims to present some theoretical background related to the study. In this part of the study, the researcher tried to shed light on some aspects about vocabulary learning/teaching. Some different perspectives about knowing a word, vocabulary learning strategies and vocabulary teaching strategies have been put forward in this chapter. Since the current study aims to examine vocabulary teaching techniques EFL instructors use in prep classes and EFL instructors' opinions about their students' vocabulary learning strategies, some related research was given in the last section of the chapter.

2.1.Knowing a Word

Words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them.

(Nathaniel Hawthorne)

The importance of knowing a word is beyond argument. When learning another language, one of the most disappointing experiences in language is not being able to find the words you need to express yourself (Wallace, 1988). Some other researchers Lightbown and Spada (2006) state that we can communicate by using words which are not in the correct order, not well-pronounced, or not marked with the proper grammatical morphemes, but we cannot communicate if we do not use the correct word in the correct situation.

According to Seal (1991), one can know a word indecisively and in order to get rid of that haziness, we need well-designed vocabulary activities to make clear of one's knowledge of an item. Schmitt (2010) states that the relationship between a word and its referent (the person, thing, action, condition, or case it refers to in the real or an imagined world) is not usually organized and direct. Sometimes, to describe the meaning of a word, we need to describe the concept it represents.

Pikulski and Templeton (2004) claim that every individual has a different way of understanding and using the words in most cases. Even the terms "uses" and "understands" need clarification. In Figure 1.1. there is an attempt to clarify this issue.
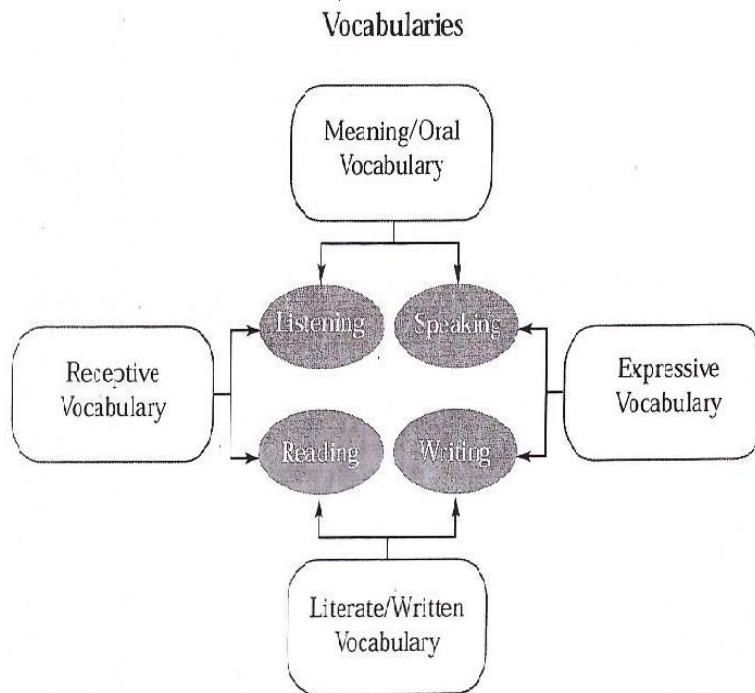
Vocabularies

Figure 2.1. The relation between types of vocabulary and four skills

Although linguists, psychologists and theorists of L2 acquisition conducted plenty of research on vocabulary acquisition, it does not have a generally accepted theory (Meara, 1997). When it comes to linguistic features of lexical items, several issues need to be taken into consideration.

Schmitt (2010) explains the different degrees of knowing a word. He states that having *receptive knowledge* is being able to understand a word and is related to listening and reading. On the other hand *productive knowledge* is considered to be able to produce a word by choice when speaking or writing. About receptive and productive knowledge of words, Gairns and Redman (1990) state that it is a gradual process in which adjustment of an item happens from a student's receptive vocabulary to his/her productive one .

In addition to the above-mentioned types of knowledge, Nation (2007) states that knowing a word involves form, meaning and use. Table 2.1. shows the details of knowing a word and summarizes what is mentioned up to now.

Table 2.1. *What is Involved in Knowing a Word?* (Nation, 2007, p.27)

FORM	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 spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
MEANING	Form and	R	What meaning does this word form signal?
	Meaning	P	What word form can be used to express this meaning?
	Concepts	R	What is included in the concept?
	And	P	What items can the concept refer to?
	Referents		
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
USE	Grammatical	R	In what patterns does the word occur?
	Functions	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 (Register, frequency…)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

R = Receptive Knowledge,   *P = Productive Knowledge*

While learning a language, vocabulary learning is difficult for the learners to overcome. In order to get rid of this difficulty, it would be beneficial to help students become independent learners in the process of L2 vocabulary learning. Furthermore, it could be achieved by teaching the learners how to use vocabulary learning strategies as effectively as possible. (Ghazal, 2007)

2.2.Vocabulary Learning Strategies

According to Mothe (2013) vocabulary of a language is just like 'bricks of a high building. Despite quite small pieces, they are vital to the great structure'. Therefore while learning a new language; the study of vocabulary is at the center. Even though vocabulary is vital in language learning, Meara (cited in Lightbown and Spada, 2006) characterized it as a 'neglected aspect of language learning'. As a matter of fact, through many decades, vocabulary teaching/learning have not been a priority in most of the schools' curricula.

With all these in mind we shouldn't underestimate the power of words and keep searching for the best way to learn and teach them. Ellis (2002) states that when learners are trying to learn a foreign language, they use some particular learning strategies. According to Cohen (1998) there are some categories in language learning strategies which are;

- strategies for the identification of the material to be learned,

- determining it from other material if it is necessary,

- grouping it in order to learn easily (e.g. putting them into categories like nouns, verbs, adjectives, adverbs, and so forth),

- repeating the material (e.g. through classroom tasks or the completion of homework assignments), and

- delivering the material to memory when it is difficult to acquire (it may be achieved through rote memory techniques such as repetition, the use of mnemonics, or some other memory techniques)

In particular, learners' strategies are controlled by their beliefs so they choose an approach they feel comfortable with and that they are able to perform and avoid actions which exceed their ability to implement (Ellis, 2002).

According to Meara (1997) in the last 25 years, there has been an interest which occurred again about vocabulary in the field of second language acquisition and in relation to this movement; new strategies have been organized in the aspect of learners. Meanwhile Nation (2007) includes vocabulary learning strategies as one part of language learning strategies which are part of general learning strategies consecutively.

Besides these strategies, it is also necessary to understand that there are a number of strategies that students use while learning vocabulary. According to Schmitt (cited in Schmitt & McCarthy, 2001), a vocabulary learning strategy is any strategy that results in the learning of vocabulary. O'Malley and Chamot (cited in Schmitt & McCarthy, 2001) divide language learning strategies into three major types as it can be seen in Figure 2.2.
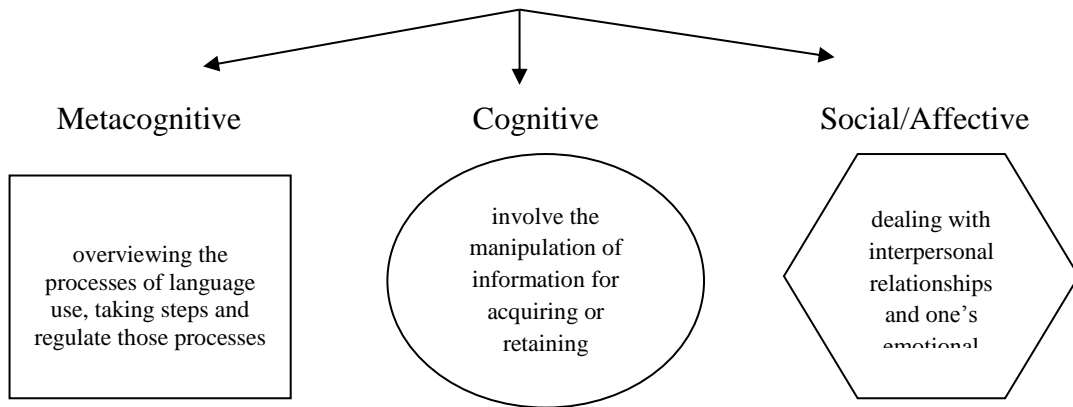
Figure 2.2. O'Malley and Chamot's Language Learning Strategies

On the other hand, the classification which is made by Oxford (1989) is quite comprehensive and it includes six major strategy categories; memory, cognitive, compensation, meta-cognitive, affective and social. These strategies are also categorized in two main groups as direct and indirect.

Table 2.2.

Direct Strategies	*Indirect Strategies*
Memory strategies for storing and retrieving information	**Meta-cognitive** strategies for planning and monitoring learning
Cognitive strategies for understanding and producing the language	**Affective** strategies for controlling emotions, motivation
Compensation strategies for overcoming limitations in language learning	**Social** strategies for cooperating with others in language learning

However, Schmitt has a different way of considering this issue. He claims that there are mainly two types of strategies. In the first category there are strategies for the discovery of a new word's meaning and in the second group there are strategies for consolidating a word once it has been encountered. However, in detail, he classified the strategies in five categories; determination (DET), social (SOC), memory (MEM), cognitive (COG) and meta-cognitive (MET). In Table 2.3, we can see Schmitt's taxonomy of learning strategies.

Table 2.3. *Taxonomy of Vocabulary Learning Strategies* (Schmitt, cited in Schmitt & McCarthy, 2001).

Strategy Group	
Strategies for the Discovery of a New Word's Meaning	
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	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrase or synonym of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmates for meaning
SOC	Discover new meaning through group work activity
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Image word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms antonyms
MEM	Use semantic maps
MEM	Use 'scales' for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new words in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
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

Table 2.3. *Taxonomy of Vocabulary Learning Strategies* (Schmitt, cited in Schmitt & McCarthy, 2001). (continue)

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, newscasts, 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

When learners are in the process of learning a foreign language there is a great deal of concern that they do not learn enough words. Knowing these vocabulary learning strategies may light the way for better learning. Having all these strategies in mind, learners also need to be trained to become independent because learners can be their own best teachers.

With regard to this point, Nation (2007, p.218) has tried to distinguish features of vocabulary knowledge (what is involved in knowing a word) from sources of vocabulary knowledge, and learning processes as seen in Table 2.4. below.

Table 2.4. *A Taxonomy of Kinds of Vocabulary Learning Strategies.* (Nation, 2001)

General Class of strategies	Types of strategies
Planning: choosing what to focus on and when to focus on it	Choosing words
	Choosing the aspects of word knowledge
	Choosing strategies
	Planning repetition
Sources finding information about words	Analyzing the world
	Using context
	Consulting a reference source in L1 or L2
	Using parallels in L1 and L2
Processes: establishing knowledge	Noticing
	Retrieving
	Generating

In addition to the above-mentioned, Thornbury (2004) summarizes of some of the research findings relevant to the subject of word learning which are; repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imaging, mnemonics, motivation, attention/arousal and affective depth.

2.3. Vocabulary Teaching Strategies

In a language teaching process, if the teacher thinks that a word is valuable enough to explain and teach, then it is important to do it in an efficient way, and a series of procedures should be followed and assigned (Seal, 1991). Because of this reason, teachers should be aware of the methods used in the introduction and reinforcement of new vocabulary (Taylor, 1990).

According to Kocaman and Cumaoğlu (2014) in order to achieve success in language teaching, it is important to teach how to use the vocabulary learning strategies to the students, identify the most suitable strategy for each student and encourage them to use these strategies. Therefore, it can be precisely said that the strategy which will be applied by the teacher rests on convenient time, the content (i.e. the component of the knowledge learners are to acquire), as well as on the need of the learner (i.e. which learning strategy he or she should learn or apply) (Takač, 2008). It can be said that vocabulary learning strategies are dependent on some factors and they influence the learning process largely.

In line with what have been claimed earlier, Schmitt (2010) states that there is no 'right' or 'best' way to teach vocabulary. There are many factors which effect the success in teaching; and they are; the type of students being taught, the targeted words, the school system and the curriculum, and etc. Basurto (2004) states that having students look words up in the dictionary, writing words' definitions, and using words in sentences are traditional ways for most teachers in vocabulary teaching. According to Mothe (2013) the constant change in teaching methods and techniques all over the world in every subject makes a contribution to the desire to make revolutionary changes in vocabulary teaching methods and techniques.

In a broad sense, vocabulary teaching strategies refer to everything teachers do or should do in order to help learners learn the vocabulary of the target language (Hatch and Brown, 2000). At this juncture, there are some key strategies in teaching vocabulary; definitions, self-defining context, antonyms, synonyms, dramatization, pictures and drawing, realia, series, scales and systems, parts of words, illustrative sentences, practice from meaning to expression, reading the word, writing the word and etc.

Öztürk (2006) suggests that vocabulary learning strategies can be defined as learners' practices in second language vocabulary and vocabulary teaching strategies as teachers' actions to teach or practice the intended vocabulary. Thus, a learning strategy is 'self-initiated' by the learner whereas a teaching strategy is 'teacher-initiated'. However, it cannot be claimed that there is a clear dividing line between vocabulary learning strategies and

vocabulary teaching strategies. With regard to this distinction, O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo (1985) state that "Learning, teaching, and communication strategies are often interlaced in discussions of language learning and often applied to the same behaviour."

In addition to the ideas and comments of his colleagues above, Seal (1991) states in an article that there are three stages of vocabulary teaching either it is planned by the teacher or not. These three stages are seen in Table 2.5:

Table 2.5. *Seal's Stages and the Activities used in Vocabulary Teaching*

Stages in Vocabulary Teaching	Activities
Conveying meaning	visual aids, word relations, pictorial schemata, definition, explanation, examples and anecdotes, context, word roots and affixes
Checking understanding	fill in the blank, matching pair, sorting exercises and pictorial schemata
Consolidation	problem-solving tasks, values clarification, writing a story or a dialogue, discussion and role-play

However, whatever the conditions are, sometimes learning does not occur without any sensible reason. As Gairns and Redman (1990) state; sometimes no matter how hard the teacher tries, the learner may refuse to learn the subject consciously or subconsciously. In order to avoid these kinds of situations and take some precautions, a teacher should be aware of the weaknesses in a learning environment. Wallace (1988) puts forward some symptoms of *bad* vocabulary learning/teaching in the following lines. He claims that bad vocabulary learning/teaching is;

- being unable to improve vocabulary that has been taught

-using the words in an inappropriate situation

-using the words without knowing their level of formality

-knowing unnecessary words

-using vocabulary in an unidiomatic way

-using vocabulary in a meaningless way

-not being able to use dictionary correctly

-use of incorrect grammatical form, spelling, pronunciation, or stress.

If any of the above-mentioned symptoms have been seen in the learning environment, they should be got rid of for the accomplishment of learning the target vocabulary. Another favourable step to take is the idea of training vocabulary learning strategies. As Ellis (2002) claims it helps learners become autonomous (i.e. of enabling them to take responsibility for their own learning). The main problem is that not enough is known about which strategies and which combinations of strategies work best for L2 acquisition.

2.4. Vocabulary Learning/Teaching Strategies Research

Research into vocabulary learning/teaching is both vital and in many respects necessarily prior to the teaching of vocabulary (Carter and McCarthy, 1988). In recent decades a wide range of research has been carried out one of which is Schmitt's study (cited in Read, 2011). He surveyed a large sample of Japanese learners of English who used 40 different vocabulary learning strategies. The most popular one was using a bilingual dictionary, while other strategies that the learners frequently used and also found helpful were written repetition, oral repetition, saying the word aloud, studying the word's spelling and taking notes in class. There was some evidence that learners change their strategies as they progress from junior high school to learning adults.

On the other hand, Stoffer (cited in Takač, 2008) designed a questionnaire (vocabulary strategy inventory) with 53 individual strategies grouped into the following nine categories:1) Strategies involving authentic language use, 2) Strategies involving creative activities, 3) Strategies used for self-motivation, 4) Strategies used to create mental linkages, 5) Memory strategies, 6) Visual/auditory strategies, 7) Strategies involving physical action, 8) Strategies used to overcome anxiety and 9) Strategies used to organize words. Among all these groups the most frequently used was the fourth group of strategies, which was the strategy of relating an L2 with an L1 word. Additionally, Stoffer found an interesting piece of information that learners learning a language lexically distant from English (e.g. Russian or Japanese) use vocabulary learning strategies more frequently.

There is another research conducted by Sanaoui (1995) who undertook more naturalistic research, asking adult learners of English and French in Canada to report their vocabulary learning activities over several weeks. It was found that while some learners spend a lot of time independently listing, memorizing and practicing new words, others rely mostly on classroom work to build their vocabulary knowledge.

Another study about vocabulary learning strategies was applied by Chamot (cited in Schmitt and McCarthy, 2001) in which it was found that high school ESL learners used

more strategy for vocabulary learning than for any other language learning activity, including listening comprehension, oral presentation, and social communication. The reason for this might be because of the fact that students are aware of the importance of vocabulary learning. In relation to that, another study should be mentioned in which substantial number of ESL students completed a questionnaire. They either agreed or strongly agreed that the most important part of learning a foreign language is learning vocabulary (Horwitz, 1988).

Having all these above-mentioned studies and some other studies in mind, a generalization can be made according to Cohen and Aphek (1981). They claim that shallower activities may be more suitable for beginners, because they contain less material which may only distract a novice, while intermediate or advanced learners can benefit from the context usually included in deeper activities. Some other scientists, Chamot and Rubin (1994) have made a comment about learning strategies by saying that the effectiveness with which learning strategies can be both taught and used will depend on a number of variables, including 'proficiency level, task, text, language modality, background knowledge, context of learning, target language, and learner characteristics'.

While doing most of the research, there has been a considerable amount of interest in trying to find out the frequencies of vocabulary learning strategies. Kudo (1999) conducted a research in Japan whose aim was to determine the frequency of individual strategy usage and to put together a classification of vocabulary learning strategies. The results confirmed that Japanese learners often use the traditional strategy of mechanical rote learning and rarely opt for the strategies demanding deep cognitive processing which probably depends on the learners' cognitive maturity.

Another study was conducted by Kılıçkaya and Krajka (2010) in which the main aim was to gather information regarding what computer resources are predominantly used in vocabulary teaching and learning and in what way. As the results of the survey among 80 language instructors show, the language instructors are not aware of the opportunities that technology provides to them. Moreover, word lists and flashcards are still the widely used materials used for teaching vocabulary, while online glossing and wikis are rarely used.

To sum up, in most of the research that have been done, we examine a great deal of effort to find out the best, the most useful or the most frequently-used vocabulary learning strategy by using various data collection instruments (e.g. surveys, questionnaires, interviews, observation etc.). It is still a contentious issue how learners acquire vocabulary effectively and efficiently or how it can be best taught.

CHAPTER III

METHODOLOGY

This chapter includes the following sections which are research design of the study, settings and participants of the study, instruments used in the study, data collection and data analysis procedures.

3.1.Research Design

The current study was conducted with a group of instructors working at Aydın Adnan Menderes University School of Foreign Languages in Turkey. The study aimed to find out what vocabulary teaching techniques EFL instructors use in prep classes. The study also aimed to find out EFL instructors' opinions about their students' vocabulary learning strategies. In order to shed light on the difficulties EFL teachers face and find some solutions and create awareness about the situation, a semi-structured interview was carried out in the study.

In this sense, the method applied in the present study is 'interview' which is semi-structured. The researcher was not able to observe the whole process of participants' vocabulary teaching strategies and their awareness of their students' vocabulary learning strategies, so that is one of the reasons why semi-structured interview was conducted because of being appropriate for the case when the participants cannot be observed (Creswell, 2014). Semi-structured interview is a very common method in phenomenology which aims to find out the meaning of the participants' experiences. (Sart, 2015). That is the main reason why the semi-structured interview was chosen. In this study, the phenomenon is instructors' vocabulary teaching strategies and their opinions about their students' vocabulary learning strategies. In phenomenology we try to understand the phenomena via our conscious experiences. The aims in phenomenological study are to understand realities from subjective perspectives and to understand the underlying meanings of these experiences (Bhattacherjee, 2012). One of the research techniques in phenomenology is semi-structured interview which was used in the present study.

In order to conduct an interview, it is necessary to understand the characteristics of this qualitative method in detail. To put it all in simple terms, an interview involves asking people questions and receiving answers from them (Marvasti, 2004). Interviews are mostly conducted verbally and one-to-one. The questions can be fixed or less structured, in order to let the interviewer to give shape to the questions according to the interviewee's answers

(Gass & Selinker, 2008). The questions are generally open-ended and the answers to those questions give the researcher an idea about participants' experiences, perceptions, knowledge, ideas and emotions (Patton, 2002). There are different types of interviews: single or multiple sessions, structured, unstructured and semi-structured (Dörnyei, 2007). In this study semi-structured interview was used in which the questions were prepared previously so that the researcher could direct and guide the process during the interview in order to investigate the research as deeper.

3.2. Setting and Participants

The study was conducted at Aydın Adnan Menderes University School of Foreign Languages. The participants were 20 instructors having various teaching experience between 3 to 17 years. We can see the frequencies in Table 3.1.

Table 3.1. *Frequencies of Teaching Experiences of the Participants*

Years of experience	Frequency	Percent
0-5 years	3	15
6-10 years	8	40
11-15 years	8	40
more than 15 years	1	5
Total	20	100

The participants were 11 male and 9 female instructors. We can see the frequencies in Table 3.2.

Table 3.2. *Frequencies of Gender of the Participants*

Gender	Frequency	Percent
Female	9	45
Male	11	55
Total	20	100

In the following table, we can see gender and teaching experience of each instructor.

Table 3.3. *Teaching Experiences and Gender of the Participants*

Participant	Gender	Teaching Experience
Ins. 1	Female	11 years
Ins. 2	Female	17 years
Ins. 3	Male	9 years
Ins. 4	Female	11 years
Ins. 5	Female	13 years
Ins. 6	Male	13 years
Ins. 7	Male	13 years
Ins. 8	Male	10 years
Ins. 9	Female	7 years
Ins. 10	Male	8 years
Ins. 11	Female	6 years
Ins. 12	Female	7 years
Ins. 13	Male	5 years
Ins. 14	Male	12 years
Ins. 15	Male	15 years
Ins. 16	Female	5 years
Ins. 17	Male	9 years
Ins. 18	Male	3 years
Ins. 19	Male	7 years
Ins. 20	Female	13 years

The researcher carried out an interview with each participant, which was scheduled in advance. The interviewees were chosen through maximum variation sampling method. The participants' were selected carefully in terms of gender and teaching experience. The participants were informed about the content of the study and the interview. The interviewees taught approximately 24 hours a week. They have courses in preparatory classes and the courses which were given at other faculties/vocational schools.

3.3.Instrument

In this study as mentioned above, semi-structured interview was conducted. In order to collect data, an interview form was used. At the beginning of the study, a literature review was done in order to get more and detailed information in the field. Afterwards, a draft of interview form was prepared and opinions of two experts were taken. One of the experts was the supervisor of the researcher who worked at Pamukkale University and the other one was an associate professor in Faculty of Education at Aydın Adnan Menderes University. The draft was reorganized with the experts, and the final version was ready to perform. The next step was the pilot application which was put into practice with 5 instructors. Pilot study showed the researcher that the answers were satisfactory and all the questions were understood clearly by the interviewees. When the pilot study was over, the interview form was applied to 20 instructors who were the participants of the study.

3.4. Data Collection Process and Data Analysis

There were 20 instructors who were interviewed in the current study. In order to record all the interviews, a recorder was used. Each of the interview lasted between 20 to 30 minutes and the whole data collection process lasted 3 months. Before each interview the researcher made appointment with each participant. The interviews were in Turkish, which is all the participants' mother tongue; because it was obvious that the participants would express themselves better in their mother tongue and they would feel more comfortable to talk about their opinions and feelings about the issue. After the one-to-one interview process was completed, approximately 400 minutes of sound recording were transcribed into word documents which were approximately 70 pages. Firstly, the researcher examined all the documents thoroughly in order to gain a general perspective of the reflections of the instructors. And then all the documents were translated into English by the researcher. Those translated documents were checked by two colleagues of the researcher, who teach Translation in English Language and Literature Department at Aydın Adnan Menderes University. One of these colleagues was an instructor, whereas the other one was assistant professor doctor. Afterwards, the data were analyzed by means of content analysis method. For the content analysis of the data thematic analysis was applied. The data analysis process was conducted according to the questions in the semi-structured interview form. The answers given to every question by the participants were examined in detail and were coded systematically. While coding the answers, which were given to the questions related to the vocabulary teaching strategies instructors used, the names of the strategies in literature review were used as codes. In other words, conceptual framework was used from the literature review (Yıldırım & Şimşek, 2013). In vivo coding was used while coding the answers which the participants of the study gave to the other questions. Coding is a labelling process of the meaningful parts in data analysis (Punch, 2013).

Data analysis was done in parallel to data collection process. After all the data were gathered, all the codes which were made earlier were examined again. After this examination of the data, codes were formed under 8 categories of themes in parallel to the questions in the interview. The findings of the current study were reported in relation with these 8 themes.

In order to maintain reliability and ensure validity, some strategies were recommended in the field. One of the strategies was expert review which was applied in this study. While structuring the data instrument two experts gave their opinions about it. And during the translation of the documents from Turkish to English, two other experts' approval was obtained as mentioned earlier.

CHAPTER IV

RESULTS

This chapter provides information about the analysis of the data obtained from the instructors' interviews. This study is based on qualitative analysis. The participants of the study were 20 English language instructors. As the instrument, the standardized open-ended interview was used to find out the challenges instructors face in teaching vocabulary in prep classes and their awareness of students' vocabulary learning strategies in EFL context. The interview had 5 questions totally and the first three questions were in relation to the first research question, however, the last two questions were in relation to the second research question. The interview questions were applied to 20 participants who were chosen through maximum variation sampling method and whose answers were interpreted in relation to a) vocabulary teaching techniques they use b) instructors' opinions about their students' vocabulary learning strategies.

4.1.Findings from the Interview

Vocabulary development is a key element in foreign language learning. And in the mean time it is difficult to ascertain whether the learner knows the word or not. Henriksen (1999) points out that if learners cannot use or produce a word correctly, this does not mean that they do not know the word, but it means that they do not have the control of using the word, so both teachers and students should be aware of the steps in vocabulary learning process. In the following sections, the reflections which were derived from the interviews with 20 instructors are presented in relation to the research questions of the study.

4.1.1. Findings in Relation to the First Research Question: Vocabulary Teaching Techniques Used by Instructors

The first interview question related to the first research question was "How do you teach vocabulary in your lessons? Do you use any specific techniques?" The answers of the instructors to the above-mentioned questions varied. Increasing frequencies in some answers of the instructors were observed.

When we look at Table 4.1, we see that the answers indicated the most frequently used techniques by the instructors, such as;

-using synonym/antonym,

-guessing from the context,

-using new words in sentences,

-using pictures, using L1 translation,

-using gestures and mimics,

-showing parts of speech and,

-using word web.

Using definitions, eliciting and some other vocabulary teaching techniques seem to be preferred by less number of instructors.

Table 4.1. *The Frequencies of the Vocabulary Teaching Techniques Instructors Use*

	Vocabulary Techniques Instructors Use	Number of Instructors (n)	*%*
1	Using synonym/antonym	8	40
2	Guessing from the context	7	35
3	Using new words in sentences	6	30
4	Using pictures	5	25
5	Using L1 translation	5	25
6	Using gestures and mimics	4	20
7	Showing parts of speech	4	20
8	Using word web	4	20
9	Using definitions in English	3	15
10	Eliciting	3	15
11	Drawing pictures	2	10
12	Defining verbally	2	10
13	Making students' groups	2	10
14	Playing games	2	10
15	Making up a story	2	10
16	Using drilling for pronunciation	2	10
17	Asking questions to check the comprehension (CCQ= concept checking questions)	1	5
18	Using collocations	1	5
19	Using context	1	5
20	Using L1 definitions	1	5
21	Giving phonetic description of the word	1	5
22	Doing crosswords	1	5
23	Teaching not only vocabulary but also grammar by analyzing the text	1	5
24	Giving a word's meaning and doing exercises	1	5
25	Brainstorming	1	5
26	Having students read stories	1	5

In the following section, instructors' reflections about the above-mentioned categories were quoted from the interviews.

4.1.1.1. Reflections of EFL instructors on using synonyms/antonyms. In the following section, we read the statements of instructors about vocabulary teaching techniques they used. As we look at Table 4.1., we can see that the most frequent technique

was the use of synonyms/antonyms. Grabe and Stoller (2001) gave a list of vocabulary learning techniques including synonyms and antonyms and added a comment that these techniques had often been used in many of the grammar and reading books. The statements of the instructors seem to support what Grabe and Stoller say.

> *...I definitely try to define the word without saying the Turkish translation by using synonyms/antonyms...*   *Instructor 1 (11 years)*
> *...or another technique is using synonyms. I give the synonym or antonym of the word. And I think these help students understand the word easily ...*   *Ins.2 (17 years)*
> *The most effective technique I use is teaching words by showing their synonyms and antonyms at the same time.*   *Ins. 19 (7 years)*

As we read the reflections of the instructors, it can be understood that giving the synonym/antonym of a word is a mostly preferred strategy. According to Gairns and Redman (1990) teachers often use synonyms with different levels of students.

4.1.1.2. Reflections of EFL instructors on guessing from the context. The second frequent technique mentioned by the instructors was guessing from the context. In the research and literature on guessing words from context, there is a distinction between getting the meaning of a word by using the clues in context, and by learning the meaning by heart (Nation and Coady, 1988). Instructors should be aware of this distinction while teaching vocabulary in order to be more precise. In the following lines we can read the instructors' opinions about this issue.

> *While teaching new words I mostly prefer guessing from the context technique because I don't approve students writing the new words one by one in a notebook and memorize them, because they forget the words quickly and it is not permanent. However, when they learn a new word by guessing from a context, they can easily recall the meaning by remembering the context. So that's why I prefer teaching by guessing from the context.*   *Ins.18 (3 years)*
> *Generally I start from the context. I especially tell my students not to look the words up in a dictionary at first. I want them guess from the context.*   *Ins.5 (13 years)*

Genç (2004) mentioned in an article that most of the books that aim to teach or help learn vocabulary try to enable the learners to recognize clues to guessing the meaning of the word from the context. Forming the habit of "educated guessing" will certainly help students with their vocabulary (Ekmekçi, 2001). Thus, instructors should be trained to teach their students how to guess in an educated way and how to find the clues in the texts.

4.1.1.3. Reflections of EFL instructors on using new words in sentences. One of the vocabulary learning strategies mostly used by the instructors was using new words in sentences.

> *I think using new words in sentences is the best way. Because I see that students try to guess the meaning of the word from the sentence and they see how the word is used in a sentence.*   *Ins.2 (17 years)*

When teaching listening-speaking or reading-writing, the new words are mostly given in a context and I use the news words in sentences and make up stories with them.   *Ins.11 (6 years)*

It is possible that making sentences with the new words can activate students' vocabulary knowledge and enrich the meanings of recently learned words.

4.1.1.4. Reflections of EFL instructors on using pictures. As seen in Table 4.1., using pictures was one of the most popular techniques which instructors used. The research by Chun and Plass (1996) is an example of experimental work on strategy effectiveness. This study indicated that pictures and video were more effective than verbal definition and pictures, in turn, more effective than the video. While teaching vocabulary, pictures can be paired with words you teach. Genç (2004) points out that using pictures is an effective and efficient way to memorize vocabulary. With regard to this topic, instructors' comments corresponded with the studies mentioned above.

There may not be a picture for every word; I try to draw them on the board as much as I can.
                                                                                          Ins. 1 (11 years)
If I can teach the new word by using pictures, I use them but If I can act or use gestures and mimics, I teach the word in that way.   *Ins.8 (10 years)*
If I teach just a single word, I try to find a picture of it and use it. If I cannot find a picture, I teach it using stories.   *Ins.16 (5 years)*

Using pictures of objects, people or actions etc. facilitates the instructors' work. Allen (1983) suggests using a picture of a story or a situation can be very valuable in the language class because while students are discussing such a picture, they will feel the need to learn English words for expressing their ideas and the words they need to use.

4.1.1.5. Reflections of EFL instructors on using L1 translation. Schmitt (2008) makes a substantive contribution to this strategy. He states that translating helps students acquire English language skills, such as reading, writing, and particularly vocabulary, idioms and phrases. And also, evidence from psycholinguistic studies demonstrates that the L1 is active during L2 lexical processing in both beginning and more advanced learners (Hall, 2002; Sunderman and Kroll, 2006). We see a slightly different perspective of the instructors' opinions about L1 translation.

Using L1 translation of the word may be the last technique I would prefer. And if it is not an abstract noun, I prefer not using it.   *Ins.6 (13 years)*
It depends on the context, the word or the student level. Sometimes I translate directly into Turkish, sometimes I want students to search for it and sometimes I want them to guess from the context. It changes according to the student level.   *Ins.13 (5 years)*
I try not to use L1 translation, but it changes according to the student groups. If I have a class of good and willing students, I try not to use L1 translation but sometimes it is necessary in some classes. For example, some students are unwilling to learn anything and they attend classes compulsorily. And if

I do not explain the word by using L1 translation, I may lose the student (in other words their interest or motivation). So, I prefer L1 translation in those classes.   *Ins.16 (5 years)*

It was clearly understood in the statements of instructors that using L1 translation as a vocabulary teaching/learning strategy depended on their students' levels. However, some research studies also show that more new words can be learned using L1 translations than with L2-based definitions (Laufer and Shmueli,1997; Ramachandran and Rahim, 2004).

4.1.1.6. Reflections of EFL instructors on using gestures and mimics. Using gestures and mimics is another useful way of teaching new vocabulary. Mothe (2013) makes a comment in an article that it can win the favour of the students as learners like dramatizations and can easily learn through them, and it is pointed out that using gestures and mimics works well with students studying a foreign language to help introduce them to new concepts. The following two opinions were captioned related to the use of gestures and mimics.

It depends on the word, if it is a simple word, if I can; I teach it by using gestures and mimics.
Ins.4 (11 years)
When I teach a word, instead of giving its Turkish meaning, I first try to teach it by using gestures and mimics and I try to elicit the word. Then I use it in a few sentences.   *Ins.6 (13 years)*

As we read the reflections above, we understand that instructors use gestures and mimics to supplement the process of defining the word. They try to illustrate the words by using the board, their mimics, gestures etc. in order to reinforce the concept.

4.1.1.7. Reflections of EFL instructors on showing parts of speech. In this part of the interview, instructors reflected their opinions about teaching vocabulary by giving the parts of speech for the new words. As Anderson and Freebody (1981) stated in an article, the majority of English words have been created by combining prefixes and suffixes with base words and word roots. If learners understand how this combinational process works, they possess one of the most powerful understandings necessary for vocabulary growth. Below are the comments of instructors.

Instead of giving the meaning of the new word, I give the synonym or antonym of the word or I give some words which are derived from that word and in this way, I create the word mentally in the minds of students.   *Ins.19 (7 years)*
When I meet the students for the first time, I start with some advice about vocabulary learning. I suggest them to write the parts of speech of every word and I try to get them adopt this as a habit all through the term.   *Ins.7 (13 years)*
I try to give the part of speech in parentheses because I soon realized that they misuse the noun, verb and adjective forms of the words when they make sentences. I pay attention to that. Ins.5 (13 years)

It is essential to teach the parts of speech because knowing a word involves knowing the members of its word family, and what are considered members of the word family will increase as proficiency develops (Nation, 2007).

4.1.1.8. Reflections of EFL instructors on using word web. Psycholinguistic studies show that related words, such as words for colours, are stored together in the mind. Adjective opposites and words that are semantically related to them are also stored in groups. Word web as a technique is effective and efficient because it helps the learner to store naturally (Nation, 1994). In the following lines, we can read the instructors' reflections about using word web.

> *I think word webs are too practical because they make the organization easier in the brain. And then I want students to make sentences with the new words for practice. If they make sentences with their own words and create some situations with those, it will be easier for them to remember the words from the context.* *Ins. 1 (11 years)*
>
> *If I teach a group of words, I use word web technique. I write the main title of that word. Firstly, I want related words which students know. And then I try to direct the students to the words I teach.* *Ins.16 (5 years)*
>
> *I try to use word webs and visual things, like pictures; because I want to keep the students away from their old style rote-learning but I still face serious problems.* *Ins.17 (9 years)*

Most of the instructors in this study used word web technique by supporting what Nation has claimed. The instructors also found it more beneficial and modern for their students than rote-learning.

The second question related to the first research problem was "Do you face any challenges while teaching vocabulary? If yes, what kind of challenges are they? Can you give specific examples?" The instructors' answers to these questions with their frequencies are given in Table 4.2.

Table 4.2. *The Frequencies of the Challenges Instructors Face in Teaching Vocabulary*

The challenges Instructors face	Number of Instructors *(n)*	*%*
1. Students can't make the meaning of the words out	5	25
2. Students try to find Turkish translation of the word from their dictionaries/phone applications	4	20
3. Students are bored and not interested	4	20
4. Students use old techniques like memorization	3	15
5. Students don't try hard or don't try to guess from the context	3	15
6. Students try to find the words' meaning by thinking in Turkish	2	10
7. Students mispronounce the new words	2	10
8. Before the instructor teaches the new word, students look up in the dictionary	2	10
9. Students confuse the similar words	2	10

Table 4.2. *The Frequencies of the Challenges Instructors Face in Teaching Vocabulary (continue)*

The challenges Instructors face	Number of Instructors *(n)*	*%*
10. Students make word lists (in notebooks)	2	10
11. Instructors teach too many unrelated words	1	5
12. If a student knows another language s/he confuses or mispronounces the words	1	5
13. Students never use a dictionary	1	5
14. Students never use monolingual (English-English) dictionary	1	5
15. Students never do homework or prepare for the class	1	5
16. Students never revise	1	5
17. Digital dictionaries make the teaching process difficult for both the students and the instructor	1	5
18. The instructor cannot put emphasis on the words due to limited time and resource problems	1	5
19. Students think that vocabulary learning is useless	1	5
20. The instructor don't put much emphasis on vocabulary teaching or doesn't know any vocabulary teaching techniques	1	5
21. Students don't know word formation (part of speech) e.g. s/he doesn't know the noun form of a verb	1	5

When we examine Table 4.2 closely, we can see that the answers indicating the most frequently faced challenges by the instructors were;

-students cannot make the meaning of the words out,

-students try to find Turkish translation of the word from their dictionaries/phone applications,

-students are bored and not interested,

-students use old techniques like memorization,

-students don't try hard or don't try to guess from the context,

-students try to find the words' meaning by thinking in Turkish,

-students mispronounce the new words, before the teacher teaches the new word,

-students look up in the dictionary,

-students confuse the similar words,

-students make word lists (in notebooks).

In the following section, instructors' reflections about the above-mentioned categories were quoted from the interviews.

4.1.1.9. Reflections of EFL instructors on students' not making the words' meaning out. As the instructors mentioned below, students are incapable of understanding the meanings of the new words. This is the most common challenge being faced and it affects their comprehension in all subjects. However it is widely known that learners should understand the vocabulary used fully because it is important for their gathering, interpreting, analyzing, and evaluating the information in the sources they read. (Harmon and Hedrick 2000; Harmon, Hedrick and Fox 2000; Short 2002). Below are the comments of the instructors.

> *Students cannot guess the meaning even if I explain the word and use it in a sentence. Sure it depends on their level.*   *Ins.2 (17 years)*
> *They don't understand the things I teach...and when I explain something in English, they really don't understand it... these are optional prep classes... they know nothing and don't want to learn any...*
> *Ins. 4 (11 years)*
> *The reason of this kind of challenge is that, besides not hearing or seeing the word before, students cannot comprehend the context or the situation which the word occurs. And they even do not try to guess the meaning of the word from the context.*   *Ins.12 (7 years)*

As we can understand from the sentences above, the instructors are concerned that their students cannot understand or recognize the new words which they encounter. According to the instructors, low level of proficiency of their students may be the reason for this situation. Additionally, the instructors think that their students lack some motivation too.

4.1.1.10. Reflections of EFL instructors on 'Students try to find Turkish translation of the word from their dictionaries/phone applications'. In order to discover a word's meaning learners mostly use a dictionary, and it also helps them to check their assumptions. As Gonzalez (1999) stated in a study, learners find dictionary use exhausting, but useful and necessary. However, if learners cannot use a dictionary effectively and appropriately, it is not as a powerful learning tool as it is expected to be. Some of the lecturers' thoughts about this issue were parallel to what had been mentioned earlier.

> *Students look at the dictionary just for the Turkish translation and close it. They think that that's the way new words are learned. But of course, they cannot learn in this way.*   *Ins.1 (11 years)*
> *The most difficult thing is that students try to learn the Turkish translation of the words directly; they save their energy don't try to guess the word or don't try to guess from the context. So, these may cause some problems and if there are any foreign students, they may confuse the meanings of words.*
> *Ins.6 (13 years)*
> *...the students always look the word up in a dictionary and write the Turkish meaning on the book near the word...*   *Ins.18 (3 years)*

The instructors interviewed in this study mostly think that L1 usage in vocabulary learning is not a favourable strategy. However, most studies have claimed just the opposite. Schmitt (2008) suggests using L1 at the beginning stages of learning a word, but in more advanced levels he recommends using L2. He claims that different teaching methods may be appropriate at different stages of vocabulary learning.

4.1.1.11. Reflections of EFL instructors on students' being bored and not interested. In this part of the interview the instructors in this study pointed out that their students were bored and not interested in language learning and this was one of the most common challenges they faced during their teaching process. They expressed this challenge as follows:

During the learning process there are problems like students' not studying and being uninterested.
Ins.13 (5 years)
I think the students' attitude to vocabulary learning has always been negative. There are students saying that vocabulary is useless. *Ins.14 (12 years)*
All the students have smart phones with them so they look the words up in the applications on their phones... or they do not want to make sentences with them... my biggest problem is pronunciation, stress and intonation. The students do not find these points important and want to skip them.
Ins.16 (5 years)

As we see in the reflections of the instructors, they complain that their students are not motivated and their attitudes are negative all the time. In order to improve the learning process, the instructors may try to get their students to become interested in the lesson and create more awareness. According to Blanche and Merino (1989), students should know about their abilities, how much progress they make, and what they can (or cannot yet) do with the skills they have acquired. Without such knowledge, it will not be easy for them to learn efficiently.

4.1.1.12. Reflections of EFL instructors on students' using old techniques like memorization. Although using memorization technique is old and one of the oft used ones, Nation (1994) questions whether this is an effective way to learn vocabulary. He claims that the new words are soon lost because the students have not learned them in a real environment. Teaching vocabulary in 'natural' environments is necessary and exposure in different ways is beneficial for students to learn the new words. The instructors' opinions about memorization are in line with Nation's statements.

They make word lists, write them in their notebooks and try to memorize them. However, I try to tell them that instead of doing that, they should internalize the words in order to handle this problem.
Ins.1 (11 years)
...furthermore, they make a vocabulary notebook and try to memorize them. Instead I remind them to use the words while speaking and want them to make sentences. *Ins.17 (9 years)*

Some students do not have the ability to think in the target language and they think and explain the meaning in their mother tongue. So because of this, they are caught up in their mother tongue. And students' attitude like memorizing the new words affects the learning process negatively.

Ins.19 (7 years)

As mentioned earlier, the instructors in this study considered memorization as an old technique and they did not support the use of it. However, using memorization as a vocabulary learning strategy is commonly used and has proved to be beneficial in vocabulary learning process. Mnemonics is a memory tool and can be used as a technique for remembering information (https://www. mindtools.com/memory.html). Thomson (cited in Genç, 2004) listed four main groups of mnemonic techniques as follows; the linguistic mnemonics (the peg technique, the key word technique), spatial mnemonics (the loci technique, spatial grouping, finger technique), visual mnemonics (pictures, visualization) and physical mnemonics.

The next question was related to the preceding question which was also related to the first research problem. The question was "What do you think are the reasons for these challenges?" The answers of the instructors to the above-mentioned questions were grouped in three main categories in a broad sense.

Table 4.3. *The frequencies of the reasons of the challenges instructors face*

The reasons of the challenges instructors face	Number of Instructors *(n)*	*%*
1 Incompetency of Instructors	8	40
2 Incompetency of Students	7	35
3 Students' lack of interest	9	45

In the following section, instructors' reflections about the above-mentioned categories were quoted from the interviews.

4.1.1.13. Reflections of EFL instructors on incompetency of instructors. It is worth saying that the instructors in this study made a sincere confession by saying that they were incompetent in teaching vocabulary by using various techniques. When we read their statements below, we understand their awareness of the situation.

I think it is because even still in our school there are some instructors who say "Pronunciation is not important. Let's skip that part." They don't give importance to pronunciation.   Ins.1 (11 years)

...maybe I, as a teacher, cannot explain well, good examples should be given. It's necessary and it depends on the teacher in deed.   Ins.2 (17 years)

What concerns me most is the time when I go the class unprepared.   Ins.10 (8 years)

This situation is bilateral. The more I give importance to this issue, the more the students give importance too, actually. I sometimes, not always, lay emphasis on vocabulary, but sometimes vocabulary remains behind because of other subjects like grammar etc...   Ins.15 (15 years)

The main reason for this challenge is we do not teach students how to learn language while teaching it.   *Ins. 19 (7 years)*

If we, as teachers, use some techniques that the new generation like, then it is clearly seen that success improves.   *Ins.6 (13 years)*

The instructors' awareness was clearly seen when we read their sentences, which is the first step to be taken. On the other hand, the second step is teacher training. Cohen (1998) claims that teacher training in strategies can prepare language teachers for introducing unplanned strategies in their classes, and can also provide both individualized and contextualized strategy training for students.

4.1.1.14. Reflections of EFL instructors on incompetency of students. Most instructors thought that their students were incompetent and unsatisfied about learning language in general. Some researchers claim that students should not be the only stakeholder to blame. Related to this issue, reviews by Beck, McKeown and Kucan (2013) and Juel, Biancarosa, Coker and Deffes (2003) clearly show that not enough is being done in our school programs to help children who enter school with weak language and vocabulary development to catch up. Below are some comments of instructors about students' incompetency;

I think it is because of the students' competency, they don't have such extensive vocabulary because we make sentences with different (unknown) words...   *Ins.2 (17 years)*
It is because students are used to memorizing the new vocabulary in L1 and writing the words 10 or 20 times in their notebooks. They do not want to participate because other vocabulary learning strategies compel them.   *Ins.16 (5 years)*
It is because students prefer memorizing the words instead of using them actively.   *Ins.17 (9 years)*
Students find it difficult to use vocabulary learning techniques and they look the word up in a dictionary directly, write the Turkish translation of the word on their books or notebooks.
Ins.18 (3 years)

It could be deduced from the reflections of the instructors that most students used vocabulary learning strategies but not in an effective and conscious way. Porte (1988) supports the instructors to some extent saying that weak learners also make use of a number of strategies, but apply them inadequately.

4.1.1.15. Reflections of EFL instructors on students' lack of interest. When we read the following statements of the instructors, we could deduce that most students' failure in vocabulary learning was interrelated with their motivation. In order to make away with this lack of motivation/interest, students should create some strategies on their own; in other words, they should learn words the way they like to. As Öztürk (2006) mentioned in an article, if the learner uses a strategy independently, it has an advantage of being more

meaningful to the learner; and therefore, will increase motivation and greater attention in students' vocabulary learning.

> *They are lazy about learning vocabulary in English because they have poor vocabulary knowledge in Turkish.*   *Ins.6 (13 years)*
> *The students do not have the habit of using dictionaries and besides this; they think that learning a language means learning the Turkish equivalent of a word. They also do not have a positive attitude to learning a language.*   *Ins.7 (13 years)*
> *I think it is because of the fact that; students do not repeat the new words, and do not use them in sentences, and are not exposed to the words continuously, and do not use the target language frequently. And they study for the exam and then forget them.*   *Ins.3 (9 years)*
> *It's because of their reading habits. They do not read in English as well as they do not read in Turkish. Maybe we should use some techniques related to their reading habits…*   *Ins.14 (12 years)*
> *Our students do not read much; they do not read English books. And they do not pay so much attention on writing...*   *Ins.20 (13 years)*

When we read the reflections of the instructors above, we see that students do not make any effort to learn new words, they just demand some short-cuts. Seal (1991) supports this idea saying that teaching activities, dictionary activities, and extensive reading, which are all aimed at teaching new words, or at increasing a student's knowledge of familiar words, may be ineffective if the student makes no effort to retain the words.

The third question of the interview is related to the first research problem. The question is "How do you deal with the challenges you face while teaching vocabulary?" The instructors' answers to these questions with their frequencies are as follows in Table 4.4;

Table 4.4. *The frequencies of how instructors deal with the challenges faced while teaching vocabulary*

	How instructors deal with the challenges they face while teaching vocabulary	Number of Instructors *(n)*	*%*
1	By giving homework to the students (e.g. reviewing the new words, using the words in sentences, making them write short stories)	4	20
2	Using some techniques like gestures/mimics, drawing the word on the board	4	20
3	Giving the Turkish translation of the word	3	15
4	Instructor revise the previous lesson's vocabulary	3	15
5	Instructor let the students use applications	2	10
6	By doing different activities according to their level	2	10
7	By giving some advice and trying to raise awareness	2	10
8	By teaching vocabulary learning strategies to students	2	10
9	By letting the students use their dictionaries to find the meanings of words on their own	1	5
10	Doing the activities which students like (lyrics, games etc.)	1	5
11	When the lecturer writes the new words on the board s/he also writes their part of speech	1	5
12	The lecturer wants students make sentences	1	5
13	Reminding students vocabulary learning techniques (which are already in their skills books)	1	5
14	Doing nothing	1	5

4.1.1.16. Reflections of EFL instructors who give homework to students. By looking at the rates it can be said that giving homework to students was a strategy which instructors used frequently to deal with the challenges they faced. As Öztürk (2006) mentions in an article, it is one of the "practice strategies" used by the teachers and also involves classroom review of the previously introduced vocabulary. Here are the reflections of two instructors about giving homework.

...I tell the students to repeat new words and use them in sentences when they go home...
Ins.3 (9 years)
If I give some homework, I want students write it with new words they learnt that day...
Ins.11 (6 years)

In relation with the reflections above, Schmitt (2010) comments on this issue saying that teaching new words in class may not be the most efficient way of handling vocabulary. He claims that giving homework to students is probably more productive because they are introduced to new words, by word lists or reading, and then the students extend, enlarge, and strengthen these words in the classroom.

4.1.1.17. Reflections of EFL instructors who use some techniques like gestures/mimics, drawing the word on the board. According to Mothe (2013) drawing pictures on the board is an easy and quick technique of introducing vocabulary to the learners. While using this technique, instructors do not need to be very good at drawing; rough sketches also may be helpful for some words which are difficult to explain. It was quite interesting that few teachers used this technique.

.. I try to explain with mimics, or by drawing the words but I am not so good at drawing. I generally use body language... *Ins.2 (17 years)*

Even though most instructors think that they were not good at drawing, miming or using gestures, these techniques were in the second place whenever the instructors ran into a difficulty. It showed that their feeling of incompetency about these techniques did not prevent the instructors from using them.

4.1.1.18. Reflections of EFL instructors who give Turkish translation of the word. In one of his articles Schmitt (2008) states that learning word forms can be difficult; however, using L1 to provide an easy access to meaning may allow more cognitive resources to be focused on while learning the form. Schmitt supports what the instructors reflected.

...I do nothing. In fact I do not deal with them so much...I directly give Turkish translation of the word...   *Ins.4 (11 years)*
...we try to explain somehow but if they do not understand in the end I give the Turkish translation or I tell them to look it up in a dictionary...   *Ins.2 (17 years)*
...in fact we choose the easy way; we just tell the Turkish translation... because, otherwise, it may not be understood by the students...   *Ins.20 (13 years)*

Giving L1 translation of the word is sometimes an effective and a quick way of conveying meaning. As Gairns and Redman (1990) state, giving L1 translation of a word can save time that might otherwise be spent on a 'tortuous and largely unsuccessful' explanation in English. However, there should be some limit of using L1 translation in vocabulary teaching. If teachers rely too heavily on the use of translation and make most of the explanations in the mother tongue, their students may lose the significant atmosphere of being in a language learning classroom (Gairns and Redman, 1990).

4.1.1.19. Reflections of EFL instructors who revise the previous lesson's vocabulary. Some of the instructors in the study stated that they made a revision of the previous lesson. There is a support from Baddaley (cited in Nation, 1994) who points out that recalling the item has a stronger effect on learning than teaching the word again.

I repeat. I teach the words again and again. I teach the words even they were taught the previous lesson, I teach again. I repeat all the time in order to make the words stick in their minds.   *Ins.5 (13 years)*
By repeating very often. This is not always in the way that I repeat the meaning or pronunciation of the new word. But mostly students repeat the new words and use them in sentences...unless they make a big mistake, I do not interrupt them, in case they become demotivated.   *Ins.10 (8 years)*

As it is widely known, in the learning process, making some revision or repetition is quite advantageous for the learner. Nation (1994) reminds us by saying that after a word has been met for the first time, it should be recalled fairly soon after (within a few minutes), then a little later (an hour or two after), then a few days later, then a month later. However, too much repetition may lead to boredom, so the instructors should use some various vocabulary teaching techniques while repeating the words.

4.1.2. Findings in Relation to the Second Research Question

The fourth question of the interview was "Do your students use any vocabulary learning strategies? What are they? Can you talk about those strategies?" and it is related to the second research problem. The answers of the instructors to the above-mentioned questions varied. Increasing frequencies in some answers of the instructors were observed.

When we look at Table 4.5, we see that the answers indicating the most frequently used techniques by the instructors were:

-finding the Turkish translation of the word from the dictionary,

-memorizing by making a list,

-the students do not follow any strategies,

-learning words from the films, songs and TV series,

-keeping a vocabulary notebook,

-using individual codes,

-using the new words in sentences and having them checked by the lecturer,

-instructors do not know which strategies their students use,

-playing games or word activities on the internet.

Table 4.5. The Frequencies of strategies students use while learning vocabulary

	What are the strategies that the students use while learning vocabulary?	Number of Instructors *(n)*	*%*
1	Finding the Turkish translation of the word from the dictionary	7	35
2	Memorizing by making lists	5	25
3	The students do not follow any strategies	5	25
4	Learning words from the films, songs and TV series	4	20
5	Keeping a vocabulary notebook	4	20
6	Using individual codes	3	15
7	Using the new words in sentences and having them checked by the instructor	3	15
8	Instructors do not know which strategies their students use	2	10
9	Playing games or word activities on the internet	2	10
10	By reading readers	1	5
11	Using mono-lingual dictionaries	1	5
12	Taking picture of the board instead of taking notes	1	5

4.1.2.1. Reflections of EFL instructors who think that their students find the Turkish translation of the word from the dictionary. In early years of language learning, Gonzalez (1999) found that dictionary work was tiring but necessary, and claimed that exploring dictionary entries is very important and it would be very effective in order to understand a word deeply. The instructors in this study supported the above-mentioned idea but thought that it was not that much an effective way of learning vocabulary.

The students write only the meaning of the words by looking them up in the dictionary, especially from digital dictionaries, but they are not interested in their pronunciation or anything else. They see only the words' meanings because they cannot see the word in a sentence in digital dictionaries. So, this causes trouble because they cannot use the words.   Ins.5 (13 years)
Generally, the only strategy of the students is to write the Turkish translation of the word. I tell them that it is not enough and want them to write part of speech of the word; is it a noun? or an adjective? or an adverb? I advise them to use the new word in a sentence...   Ins.2 (17 years)

Even though the instructors in this interview thought that using dictionaries was not an effective way of learning new words, Carter and McCarthy (1988) assume that the dictionary definitions and examples provide contexts which have been specially written to make it as easy as possible to assume the most likely meaning of the word.

4.1.2.2. Reflections of EFL instructors who think that their students memorize words by making lists. According to the instructors being interviewed, making word lists to memorize new words was not as much preferred strategy as the students did. The instructors did not see this as an effective vocabulary learning/teaching strategy, but Mothe (2013) comes up against this view. In an article, it is claimed that *word lists*, teacher explanation, discussion, memorization, vocabulary books, and quizzes are often used to help students learn new words. In the following statements we can find the reflections of the instructors related to the above-mentioned theme.

...the only strategy students use while learning vocabulary is making lists and writing the Turkish translation of the words but unfortunately this is not a good way to learn...   Ins.2 (17 years)
Most of them don't have any strategies...some of them make vocabulary lists directly by writing English & Turkish meaning in a traditional way. Most of them learn at that moment in class but they don't have any strategies.   Ins.13 (5 years)

This way of learning vocabulary is called rote learning, which means memorizing a list of L2 words and their L1 translation (Lawson and Hogben, 1996) and it is regarded as a natural strategy, particularly for beginners of English (Griffin and Harley, 1996). As a consequence, it would be more helpful to the students if the instructors would start seeing this strategy as the first step that their students should take in the early phases of English language learning.

4.1.2.3. Reflections of EFL instructors who think that their students do not follow any strategies. One of the themes which occurs in this interview is that instructors think that their students do not follow any strategies.

Unfortunately, I haven't observed any strategies that my recent students use. Although we recommend some strategies, they do not follow any. They come across a word for the fifth time and still do not recognize it. This shows that they do not have any vocabulary learning strategies.   Ins.7 (13 years)

I think that the majority of the students do not have any specific vocabulary learning strategies.

Ins.1 (11 years)

As we read instructors statements above, it is clearly seen that some students did not follow any strategies. Maybe because they did not know any strategies or they were not aware of any. Because of this reason it would be beneficial in the learning process to activate the students' vocabulary learning strategies. As Nation (1990) states, words sometimes do not occur so frequently and it is better for the language teachers to use limited class time to help students learn the necessary strategies in order to learn the words on their own.

4.1.2.4. Reflections of EFL instructors who think that their students learn words from the films, songs and TV series. As long as they meet the requirements of the learning process, films, songs and TV series can help the students learn new words. It is probable that the words can be learned in a fast and easy way because the students enjoy and have fun while doing these activities.

I saw some students translating the lyrics. They download the song lyrics of their favourite groups or singers from the internet and try to translate them into Turkish… *Ins.6 (13 years)*
If s/he is such a willing student, s/he can follow good strategies. For example; s/he watches films, asks the new vocabulary from the films and they sometimes say in the lessons 'I saw this word in the songs' *Ins.16 (5 years)*

When we read the statements of the instructors, we could see that the instructors supported this strategy which their students used. The learning process can be more profitable if the learning activities are more entertaining for the students.

4.1.2.5. Reflections of EFL instructors who think that their students keep a vocabulary notebook. It is widely known that keeping a vocabulary notebook is an effective vocabulary learning strategy. And most researchers think that as students continue to explore and think about words, it is a good idea to encourage them to keep vocabulary notebooks in which they write down interesting words they come across in their reading (Bear, Invernizzi, Templeton, and Johnston, 2004). The following two reflections of the instructors supported the importance of using vocabulary notebooks.

They study by writing mostly. They keep vocabulary notebooks. They try to memorize the words before the exam and when their stress is over after the exam, the words fade away… *Ins.5 (13 years)*
All my students keep a vocabulary notebook. They write the new words and their Turkish translation in their notebooks and try to memorize them. However, when I ask the words the following day, they do not remember 6-7 words out of 10. This is their strategy… *Ins.18 (3 years)*

When we read the comments of the instructors, we could say that instructors were not so content with this strategy. However, they should encourage their students to keep a

vocabulary notebook. As Schmitt (2010) says, learners can take individual responsibility for their own learning, by using such strategies as keeping a vocabulary notebook.

4.1.2.6. Reflections of EFL instructors who think that their students use individual codes. Every individual's way of learning differs from each other. We all have different abilities, levels, learning styles, learning strategies etc. Akın and Seferoğlu (2004) state in an article that although students are exposed to the same teaching conditions in the classroom, they learn differently and they use different learning strategies.

> *Students generally make sentences with the new words or they create their individual codes for pronunciation and usage.* *Ins.17 (9 years)*
> *They generally keep the new words in their minds and try to make the words meaningful to them. Instead of memorizing the meanings of the new words, they identify the words with their environment, friends and family so that the words stay in their minds permanently. For instance, identifying the word "rude" with a rude classmate.* *Ins.19 (7 years)*

The instructors' reflections about this theme showed that some students were aware of their learning process and used some different strategies. As Cohen (1998) states; by giving the students more responsibility for their own language development, instructors are inviting the learners to become more autonomous, to identify some of the strengths and weaknesses of their own learning, and to direct the process of language development on their own.

4.1.2.7. Reflections of EFL instructors who think that their students use the new words in sentences and have them checked by the instructors. Some of the instructors in the study expressed that their students made sentences with the new words they had learned and had them checked by the instructor. Their reflections were as follows:

> *They use the new words in a short sentence and have them checked by their lecturer.*
> *Ins.6 (13 years)*
> *Students generally use the new words which they have learned in sentences or they create their own codes while pronouncing and using them.* *Ins.17 (9 years)*

When we read the sentences above, it was obviously understood that some students used some helpful strategies, such as making sentences with the new words, and creating their own codes in pronunciation. Even if they might not be aware of it in the short term, these strategies will help them learn new words influentially.

4.1.2.8. Reflections of EFL instructors who do not know which strategies their students use. Some instructors in this study said that they did not know which strategies their students used while they were learning vocabulary and admit their unawareness of their students' strategy use. However, it was essential that instructors should determine and select the strategies which were appropriate for their students and which met their students' needs. In the following lines we can read their statements.

I think they use strategies. When I speak to them they tell me.   *Ins.3 (9 years)*
They use strategies but as far as I observe it is very limited.   *Ins.10 (8 years)*

As we see in Table 4.5, 10 % of the instructors did not know the strategies which their students used. But actually in the teaching process, an instructor should be aware of his/her student's needs, interests, learning strategies etc. As Pikulski and Templeton (2004) mention in an article, teachers facilitate the learning process by teaching strategies for learning words independently, including teaching morphological units, the use of dictionaries and other reference works, and exploring the link between spelling and learning words. They also added that teachers should also directly teach important specific words, and develop and sustain students' interest in and curiosity about words.

4.1.2.9. Reflections of EFL instructors who think that their students play games or word activities on the internet. A few instructors stated that their students played games or word activities on the internet. In the following lines we could read their reflections.

...they say that they learn words from the applications on their phones or from computer games. They say that they learn the words in a suppressive way from the games on their phones...   *Ins.11 (6 years)*
...they play games like 'Word Activity' or I have seen them playing 'wheel of fortune'... *Ins.6 (13 years)*

As we read the instructors' sentences, we saw that using technology for vocabulary learning was common among students. It is possible that playing games or word activities on the internet makes the learning process more enjoyable and learners can perform a variety of activities.

The next question was related to the preceding question which was also related to the second research problem. The question was "Do you think the student use the strategies which they have developed themselves or the strategies which they have learned from their instructors? Or do you guide them?" The answers of the instructors to the above-mentioned questions were grouped in three main categories in a broad sense.

Table 4.6. *The Frequencies on Whether the Students Use the Strategies They Have Developed Themselves or They Have Learned from Their Instructors*

Do the students use the strategies which they have developed themselves or the strategies which they have learned from their instructors? Or do you guide them?	Number of Instructors (n)	*%*
1 Students learn vocabulary learning strategies from their instructors and their instructors also guide them.	14	70
2 Students have their own strategies. They continue their previous learning habits.	10	50
3 The students have their own strategies but they are insufficient and lacking	8	40

4.1.2.10. Reflections of EFL instructors who think that their students use vocabulary learning strategies which they learned from their instructors and are also guided by their instructors. Most instructors thought that their students used vocabulary learning strategies which they learned from their instructors and they added that they guided their students about vocabulary learning strategies. Below are the relevant reflections of the instructors:

> *... generally, I guide them. In most classes in which I teach, I generally teach them how to learn a new word and which strategy they should follow and mostly suggest them the web sites related to vocabulary learning...* Ins.2 (17 years)
> *I try to teach them strategies as far as I can. This is because my master's degree is about strategies.* Ins.16 (5 years)

Laufer (1990) makes a constructive contribution to this category and stresses the teacher's role in which motivating the students and increasing their motivation in vocabulary learning are employed together with planning, organizing, monitoring the process and product along with correcting their mistakes, leading, encouraging and rewarding them.

As we read the reflections of the instructors in this study, it was obviously seen that some instructors were willing to help and guide their students. According to Cohen (1998), teachers should provide suggestive feedback, rather than a corrective one, in order to make their students discover possible ways of reaching different tasks. They also concentrate on how effective and efficient it is for the students to apply strategies.

4.1.2.11. Reflections of EFL instructors who think that their students have their own vocabulary learning strategies and continue their previous learning habits. The second theme of the second research question was that instructors think their students have their own vocabulary learning strategies and that their students continue their previous learning habits. In the following sentences we read the instructors' opinions.

In fact, we do not guide our students because we do not have adequate information or we do not have a course for this. The students try to discover the strategies themselves...   *Ins.11 (6 years)*
They have their own strategies which is keeping a vocabulary notebook and writing the Turkish equivalent of the words in it, but I saw that it is not permanent.   *Ins.18 (3 years)*

When we read the instructors' sentences, it is understood that some instructors think that they do not have the necessary information to guide their students. However, instructors should be encouraged to direct their students' learning strategies. As Cohen (1998) states, strategy training can increase students' efforts to reach the aims of the language program because it encourages students to find their own ways to be successful, and thus it raises learner autonomy and self-direction.

4.1.2.12. Reflections of EFL instructors who think that their students have their own vocabulary learning strategies which are insufficient and lacking. According to the instructors their students had their own vocabulary learning strategies which were insufficient and lacking. In the following lines we can read their reflections.

...they have their own strategies, however; they are lacking; it is not possible for them to expand their vocabulary knowledge by watching movies....   *Ins.8 (10 years)*
I am not against to keeping a vocabulary notebook, of course it is useful to write the new words and then repeat them, but I make some recommendations about doing these more organizedly. In other words, I recommend them to write the words in groups, e.g. they can write the words in an alphabetical order most simply...   *Ins.10 (8 years)*

Some instructors in this study did not approve of their students' way of learning vocabulary. However, in contrast to the instructors' opinions, Oxford and Scarcella (1994) highlight the importance of independent vocabulary learning without much guidance. However, Kocaman and Cumaoğlu (2014) state that teachers are still expected to figure out the strategies used by students and design teaching-learning activities according to the students.

The fifth question which was "In your opinion which strategy is more effective?" was related to the second research problem. The answers of the instructors to the above-mentioned question varied. Increasing frequencies in some answers of the instructors were observed.

When we look at Table 4.7, we can see the most effective strategies used by the students according to the instructors. These strategies were; the strategies which the students created on their own. The other vocabulary learning strategies were

-using technology,

-looking up in the dictionary,

-watching films/series in English,

-writing the unknown words on papers,

-learning entertainingly and by competing,

-keeping a vocabulary notebook, writing assignments and

-with classification strategy.

And finally there were two instructors who believed that there were no effective strategies and vocabulary learning strategies were of no use.

Table 4.7. *The Frequencies of Instructors' Opinions about the Effectiveness of the Strategies the Students Use.*

	"In your opinion which strategy is more effective?"	Number of Instructors (n)	%
1	The strategies which the students created on their own	5	25
2	Using technology	2	10
3	Vocabulary learning strategies were of no use	1	5
4	Looking up in a dictionary	1	5
5	Writing the unknown words on papers	1	5
6	Learning entertainingly and by competing	1	5
7	Keeping a vocabulary notebook	1	5
8	Writing assignments	1	5
9	By classifying	1	5
10	Watching films/series in English	1	5

4.1.2.13. Reflections of EFL instructors who think that the strategies which students create on their own are more effective. Most instructors in this study thought that the strategies which their students created on their own were more effective. In the following lines we can read one instructor's opinion.

> *...individual differences are important in education. Roughly speaking "everyone has his/her own way". I have respect for students about this issue. I do not force my students to use the strategies I mentioned them about. Maybe s/he has created a strategy on his/her own and if s/he says that s/he learned better in that way, we accept that too...*   *Ins.18 (3 years)*

In parallel with the instructor's opinion above, Graves (1987) suggests that students should feel comfortable and independent to use their way of learning of new words, and he encourages them to select their own plans to improve their vocabulary over time.

4.1.2.14. Reflections of EFL instructors who think that technology use is more effective in vocabulary learning. Using technology or computers in particular is one of the mostly preferred strategies in vocabulary teaching lately. Most of the students are generally fascinated by using computer application because of their habits and daily routines. For this reason, we as teachers of English, should support the technology use and have the sufficient

skills to use most of the technological devices. In the following lines one of the instructors' opinions about technology use is given.

I think using technology is effective so I support vocabulary learning by using technology.
Ins.1 (11 years)

As it is stated above, in recent years, using technology is a fundamental aspect in vocabulary learning because it increases students' exposure to language learning and adds variety to the activities in classroom. It is surprising to see the low rate of the instructors who should have supported the effectiveness of technology.

4.1.2.15. Reflections of EFL instructors who think that the vocabulary learning strategies are of no use. One of the instructors thought that using vocabulary learning strategies was of no use. In the following lines we can read his/her sentences.

I think that vocabulary learning strategies are of no use. Actually I think that extra reading activities should be done. Students should read more books and reading passages except the sources we give them here at school. *Ins.15 (15 years)*

As it is seen above, one of the instructors did not believe in the benefit of vocabulary learning strategies. However, Meara (1982) criticizes teachers for not showing enough interest in the students' problems related to vocabulary learning. He states that though vocabulary has frequently been stated as one of the major problems in learning a foreign language, especially by the learners themselves, there seems to be very little effort made by the teachers to deal with the problems related to vocabulary learning.

The second part of the fifth question was "Do you think students can use these techniques/strategies effectively?" and it was related to the second research problem. The answers of the instructors to the above-mentioned question varied. Increasing frequencies in some answers of the instructors were observed.

When we look at Table 4.8, we can see four categories which the instructors mentioned about whether the students use those techniques/strategies effectively. And those categories are presented in Table 4.8.

Table 4.8. *The Frequencies of Instructors' Opinions Regarding the Students' Use of These Strategies Effectively*

	"In your opinion can the students use these strategies effectively?"	Number of Instructors *(n)*	*%*
1	They use them effectively	5	25
2	Most of them do not use them effectively	3	15
3	It depends on their level or subject they are studying	3	15
4	Some of the students use them effectively	2	10

4.1.2.16. Reflections of EFL instructors who think that students use strategies effectively. Most of the instructors in this study thought that their students use vocabulary learning strategies effectively. We can read their statements in the following lines.

Yes s/he can use the word effectively. For example, when s/he comes across that word in the lesson, s/he can use the word; this means s/he did not forget it.   *Ins.4 (11 years)*
...Self-determining students and the ones who really want to improve their vocabulary knowledge use vocabulary learning strategies effectively. Moreover, they come and ask me if it was effective to keep a vocabulary notebook or taking notes etc.   *Ins.8 (10 years)*

In one of the studies Rubin (1987) stated that successful learners manipulate their learning processes in many ways and they are the ones who know how to learn. And related with the theme above, five of the instructors in this study believe that the students have the ability to use strategies effectively while learning new words.

4.1.2.17. Reflections of EFL instructors who think that most of the students do not use these strategies effectively. Some of the instructors stated that most of their students did not use vocabulary learning strategies effectively. We can read their statements below.

Most of them do not use them effectively… very few.   *Ins.3 (9 years)*
I don't think so. They cannot use them effectively. Because most of our students do not use an extra strategy to learn vocabulary. Their only strategy is to keep vocabulary notebooks and they write the words randomly without categorizing them. So naturally they have poor vocabulary knowledge.
Ins.10 (8 years)

When we read the instructors' reflections, we understand that instructors criticise their students for not using vocabulary learning strategies effectively. However, instead of criticizing the learners, instructors need to convince them of the value of working on strategies and may need to convince other instructors too (Nation, 2007).

4.1.2.18. Reflections of EFL instructors who think that students' use of strategies depends on the students' level and subjects they are studying. Some instructors mentioned in their interviews that their students' level or the subjects they are studying is a significant factor while they are choosing a strategy to learn vocabulary. Some reflections of two instructors are below.

…it changes…I mean we have different levels of students, different groups e.g. we teach English to students of vocational high schools and to students of engineering faculty which are very different from each other…   *Ins.14 (12 years)*
…sometimes when the students ask me about their strategy, I told them that if they could learn words by using that strategy, every way is possible…   *Ins.18 (3 years)*

When we read their sentences, it is understood that instructors categorize the students according their proficiency level and the subject they study. However, not only their language level and subject have this effect, but also their background education is also an important matter. And related to this issue, some researchers claimed that the early years of a child's life had a profound influence on that child's language and vocabulary development. Children who lived in poverty in their early years had much less verbal interaction with their parents and consequently began school with quite less vocabulary than their more advantaged friends. (Pikulski and Templeton, 2004)

4.1.2.19. Reflections of EFL instructors who think that some of the students use them effectively. Only two instructors out of twenty said that some of the students use vocabulary learning strategies effectively.

I know that some of the students, but not most of them, use them effectively.   Ins.15 (15 years)

As we mentioned in the other themes above, learners may be in need of being made aware of these strategies. Consequently, the instructors are expected to figure out the needs of their students and design teaching-learning activities accordingly.

In the last part of the interview the instructors were asked if there was something they would like to add to their interviews. The answers of some instructors are given below.

4.1.2.20. Reflections of EFL instructors on the reasons why they cannot make time for vocabulary teaching. Some of the instructors in this study believed that they could not use vocabulary teaching techniques because they did not have time. They said that they were always rushing because they had to keep up with the program. The reflections of some instructors are given below.

I graduated from Gazi University. We had a lot of activities in our vocabulary lesson; like flashcards, pictures. We used to prepare a lot of things, materials etc. However, when I started teaching, I realized that I do not use any of them. We cannot practice. Because we have a busy schedule and we should keep up with the program so that's the reason why we cannot make time for vocabulary teaching.
Ins.5 (13 years)
If we had enough time, I would like to play word games. In recent years, we rather did some activities. In order to keep up with the program, we cannot do word activities or other activities, so we are lacking that.
Ins.20 (13 years)
In fact, there are some good strategies that can be used if we have the opportunity and time but circumstances and conditions do not allow us. There is pressure about keeping up with the program...
Ins.13 (5 years)
As you know, we don't have much time for vocabulary teaching because we must not fall behind the schedule. We should teach vocabulary in a more contextual way, add different activities to our program or add extra vocabulary hours to our schedule.   Ins.4 (11 years)

Beck et al (2013) draw a research-based conclusion which also supports the previous instructor's reflections. He states that all the available evidence indicates that there is little emphasis on the acquisition of vocabulary in school curricula.

4.1.2.21. Reflections of EFL instructors on the relation between vocabulary and language skills. Some instructors thought that learning new words supported the development of other language skills. Their reflections about this topic were given below.

While learning English or any language, vocabulary learning is of vital importance. Because in order to write well and to speak fluently, it is fundamental. We know that most students say "I know but I cannot speak". They know grammar but they cannot find the appropriate word for the context. So we can say that vocabulary learning is one of the most important components in language learning.   Ins.6 (13 years)
I especially put emphasis on vocabulary because in order to communicate well, you should definitely know a lot of words. I frequently advise my students to read as many books as they can, to do some listening, to search many web sites etc.   Ins.2 (17 years)
We should tell our students that learning vocabulary is not just learning the words they come up with in their lessons. We should explain the necessity to create themselves some situations to learn. As we know, curiosity and needs lie at the bottom of learning. We should emphasize that the best way to succeed is to read books and look up in the dictionary. We have witnessed several times that the ones who had the habit of reading books, soon had extensive vocabulary.   Ins.10 (8 years)

Stephen Krashen (1989) supports this instructor's opinion that saying that the best source of vocabulary growth is reading for pleasure and he adds there is no doubt that reading is an important potential source of vocabulary development for second language learners as it is for first language learners.

4.1.2.22. Reflections of an EFL instructor on word games. An instructor reflected an opinion by focusing on word games and technology. The reflection is given below.

Not only online dictionaries but also word games draw their attention in the sense of technology…in time they become addicted to those games and play them repeatedly. Vocabulary learning is a process full of repetition so they support each other in that sense.   Ins.1 (11 years)

Playing games is not only entertaining but it can also be supportive to the learning process while learning new words. As Allen (1983) states, games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved.

4.1.2.23. Reflections of an EFL instructor on the need for in-service training. One of the instructors reflected the necessity for in-service training that could be provided at their institution. The reflection is given below.

I think vocabulary teaching is very important. While teaching four skills, whatever the aim of the lesson is, words which may cause a problem must be thought in the first 10 minutes of the lesson. But I am aware of the fact that we are lacking in in-service training and we should have some support for this.
Ins.8 (10 years)

4.1.2.24. Reflections of EFL instructors about training learners how to use a dictionary effectively. One of the instructors reflected the necessity for training learners about using a dictionary effectively. The reflection is given below.

... I think that at the beginning of the term, we should teach students how to use a dictionary, what they could learn from it, and how they could use it effectively. Ins.7 (13 years)

4.1.2.25. Reflections of EFL an instructor about combining mimic, form and pronunciation of the word. One of the instructors reflected the necessity for combining mimic, form and pronunciation of the word. The reflection is given below.

The most important thing while teaching vocabulary is that we should be careful about using mimic, form and pronunciation of the word. When we give them separately the student cannot focus on the word. We should give them even to the beginner level students. Giving only the meaning of the word is not enough because they do not understand. Ins.16 (5 years)

4.1.2.26. Reflections of an EFL instructor about the importance of vocabulary teaching in curriculum. One of the instructors reflected the importance of vocabulary teaching in curriculum. The reflection is given below.

Actually, when we talk about the education system in general, we have some foreign students this year. Students from Syria whose mother tongue is not Turkish but Arabic, can speak English better than our students who have been learning English for years, or at least they can express themselves easily because I think vocabulary knowledge stands out. But we mostly focus on grammar at our schools and move away from the main goal which is to communicate. So vocabulary learning is very important, we can put 1-2 hours of vocabulary teaching in our program. They need to know vocabulary for daily life or maybe for their profession...they all know lots of rules but not any words to use. Ins.11 (6 years)

CHAPTER FIVE
DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter includes the overview of the study and the conclusions related with the study. Then, pedagogical implications of the study for teachers are presented. The chapter ends with the prospects for further research that offers some possible suggestions for the related studies that can be conducted in the future.

5.1.   Overview of the Study

As stated before, this study aimed to find out the challenges EFL instructors face while they were teaching vocabulary in prep classes at Aydın Adnan Menderes University, School of Foreign Languages. The study also aimed to find out whether the EFL instructors were aware of the strategies that their students used while learning vocabulary. With this study the researcher hoped to shed light on the difficulties EFL teachers faced and find some solutions and create awareness about the situation.

In order to collect the data this study is based on an interview which is a qualitative research technique. The participants were 20 instructors having various teaching experiences between 3 to 17 years. In terms of gender the distribution was 9 female and 11 male instructors. With each participant semi-structured interview was held each of which lasted approximately 25 minutes. After the data analysis, 8 different themes were categorized. As a result of the analyses, the following conclusions can be drawn.

5.2. Conclusions

In the present study the researcher interviewed with 20 instructors about vocabulary teaching/learning strategies. This study attempted to find answers to two research questions which aimed to find out what the challenges were which EFL instructors faced in teaching vocabulary in prep classes and whether EFL instructors were aware of their students' vocabulary learning strategies. Basically, there were 5 questions in the interview form whose three questions were related to the first research question and the last two questions were related to the second research problem. Consequently, 8 themes were composed according to the questions of the interview.

In the first theme instructors gave their opinions about which vocabulary teaching technique they used. The statements of the instructors to the first question showed that the most frequently used technique was using synonym and antonym of the unknown word

(40%). Other common techniques were guessing from the context (35%), using new words in sentences (30%), using pictures (25%), using L1 translation (25%), using gestures and mimics (20%), showing parts of speech (20%) and using word web (20%).

In second theme instructors gave their opinions about the challenges they faced. The statements of the instructors to the second question showed that the most frequently faced challenge was students' not making the meaning of the words out (25%). Other challenges they faced were students' trying to find Turkish translation of the word from their dictionaries/phone applications (20%), students' being bored and not interested (20%), students' using old techniques like memorization (15%), students' not trying hard or not trying to guess from the context (15%), students' trying to find the words' meaning by thinking in Turkish (10%), students' mispronouncing the new words (10%), students' looking the new word up in the dictionary before the instructor taught (10%), students' confusing the similar words (10%) and students' making word lists (10%).

The third theme was related to the previous question. In the third theme instructors gave their opinions about the reasons of the challenges they faced. The statements of the instructors to the third question showed that the most frequently seen reason was students' lack of interest (45%). Other reasons were incompetency of instructors (40%) and incompetency of students (35%).

In the fourth theme instructors gave their opinions about how they dealt with the challenges they faced while teaching vocabulary. The statements of the instructors to the fourth question showed that the most frequently used technique to deal with the challenges was by giving homework to the students (20%). Other common techniques were using gestures/mimics (20%), drawing the word on the board (20%), giving the Turkish translation of the word (15%), revising the previous lesson's vocabulary (15%), letting the students use applications (10%), doing different activities according to the students' level (10%), giving some advice and trying to raise awareness (10%) and teaching vocabulary learning strategies to students (10%).

In the fifth theme instructors gave their opinions about what strategies their students used while learning vocabulary. The statements of the instructors to the fifth question showed that the most frequently used strategy by their students was finding the Turkish translation of the word from the dictionary (35%). Other common techniques were memorizing by making lists (25%), not using any strategies (25%), learning words from the films, songs and TV series (20%), keeping a vocabulary notebook (20%), using individual codes (15%), using the new words in sentences and having them checked by the instructor

(15%), playing games or word activities on the internet (10%) and did not know which strategies their students use (10%).

In the sixth theme instructors gave their opinions about whether the students used the strategies they had developed themselves or they had learned from their instructors. The statements of the instructors to the sixth question showed that the most frequently seen habit was that students learned vocabulary learning strategies from their instructors and were guided by them (70%). Other common habits were students' having their own strategies and continuing their previous learning habits (50%) and students' having their own strategies but they were insufficient and lacking (40%).

In the seventh theme instructors gave their opinions about the effectiveness of the strategies the students used. The statements of the instructors to the seventh question showed that the most effective strategies their students used were the ones created by the students themselves (25%). Other effective strategies were using technology (10%) and looking up in a dictionary (5%). One of the instructors thought that vocabulary learning strategies were of no use (5%).

In the eighth theme instructors gave their opinions about whether their students used vocabulary learning strategies effectively or not. According to most of the instructors students used vocabulary learning strategies effectively (25%). Some instructors (15%) thought that most of the students did not use vocabulary learning techniques effectively. On the other hand some instructors (15%) stated that it depends on students' level or subject they were studying.

To sum up the present study, 20 instructors were interviewed and they contributed to the research with their valuable effort, time and care. At the end of the research it was obtained from the data that the instructors use vocabulary teaching strategies but there are some weaknesses in terms of using all these vocabulary teaching techniques. Moreover, some of the instructors' unawareness of their students' using vocabulary learning strategies is an issue to be taken into consideration seriously and to be discussed thoroughly. Teachers should gain some useful ideas about teaching vocabulary and should use some practical and successful techniques in the classroom. In the process of language proficiency, the amount of vocabulary a person knows is often taken into consideration remarkably. Thus, it can be claimed that vocabulary teaching/learning strategies is a tremendously important subject in foreign/second language learning. As we mentioned earlier, it is also an absolute necessity to help learners become independent for continuous success in language learning because it is impossible for the teachers to teach all the words their students need. Eventually the

students will need to control their learning process. However, as we can understand from the interviews, the instructors in this study were not aware of this necessity, so they mostly do not pay attention to this need of their students. Moreover, they feel guilty about the use of translation while teaching vocabulary unknowingly since they do not know that it is one of the effective strategies in vocabulary teaching/learning. Another weakness for the instructors in this process is students' use of dictionaries. It is worth saying here that using dictionaries can also be beneficial for the learners if they are guided effectively.

Overall, instructors are intensively in need of being aware of and learning vocabulary teaching/learning strategies. They should improve themselves by having in-service training courses. When we need to recommend which vocabulary strategies our students should use, we should consider all the strategies in the field. As time goes by, technology's portion in education is expanding, and in order to catch up with the agenda, language teachers should be aware of the technological innovations.

5.3. Implications of the Study

The results of the study have significant implications in terms of both instructors and students who learn English. However, the research is focused on instructors mostly, because their knowledge and awareness of the vocabulary teaching/learning process are aimed to be figured out.

In terms of the instructors' knowledge of vocabulary teaching strategies, it can be said that most of the instructors use vocabulary teaching strategies in their classroom but some of them do not know if it is a strategy or not. They use those strategies because they were taught vocabulary in that way when they were learning English. On the other hand most of the instructors use the strategies or techniques in the course books they use without questioning because it is an easy way to follow a schedule which is organized by the experts in advance. However, they should analyze their students' needs for the course and make a lesson plan or a program according to their students' needs or levels. In line with those needs or levels, learning techniques/strategies should be chosen and used during the course.

According to the results of the interview one of the conclusions to be drawn is that some of the instructors claim that they learned vocabulary teaching strategies when they were studying bachelor's degree. However, although they know vocabulary teaching strategies, they cannot use them in the classroom. They complain about being in a rush to keep up with the program. In prep classes at Aydın Adnan Menderes University, as in most of the school of foreign languages in Turkey, they have a strict weekly program which all

the classes should follow. Because of this fact, instructors do not have time to do some extra teaching activities. Only if it is in the lesson plan, are they allowed to do some vocabulary teaching activities. As a result, it can be recommended that prep classes should have some extra or free hours for these kinds of teaching activities.

With regard to this issue, a few instructors admit that they do not have the adequate qualifications about vocabulary teaching strategies and want to have some in-service training voluntarily. Being aware of their weaknesses and trying to improve one of their teaching skills is a good virtue instead of denying it or not caring too much. On the other hand one of the instructors thinks that vocabulary teaching/learning strategies are of no use. As a conclusion, some in-service training for instructors should be held at schools or in some institutions for a better teaching process. As educators, we should be open to lifelong learning because some perspectives in education are changing day by day and we should catch up on the new trends and views.

It is essential for instructors to keep in mind that strategy training can be beneficial for the students and it is not a short term thing. There should not be 'blind' strategy training. It should be considered as a planned and organized process. No matter how fast technology improves or new methods are developed, learners will always be in need of teacher support and guidance. The student's success in language learning mostly depends on the acceptance of his/her teacher and mutual trust between the learner and the teacher is an essential component. Teachers cannot teach all the words their students need or cannot be with their students the whole learning process. Sooner or later learners will need to control their own learning process

5.4.   Prospects for Further Research

The study was limited to English language instructors working at Aydın Adnan Menderes University School of Foreign Languages. It is possible that the research can be conducted at other universities' school of foreign languages so that there would be different perspectives. Moreover, most of the instructors had a very busy schedule and it was difficult to get an appointment from them.

The study was designed and carried out in a qualitative research method which was interview. However the study would have gained a diversified viewpoint if a questionnaire was conducted additionally.

On the other hand some generalizations can be made with the results of the research because the sampling and setting of the study can be considered as average. In Turkey most of the school of foreign languages at universities have more or less the same curriculum and

nearly the same approach in foreign language teaching. Most of the participants also have similar qualifications.

It is worth briefly noting that the learners can also be included in this study, the same procedures can be applied to the learners and their attitudes can be analyzed and then included to the study.

Coming back to the original point, vocabulary teaching should be taken seriously and some effort and time should be spent in order to gain success for both learners and teachers. There are various vocabulary teaching strategies/techniques and teachers should be aware of these strategies and be willing to use them in their classes.

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APPENDICES
APPENDIX 1

ADNAN MENDERES ÜNİVERSİTESİ REKTÖRLÜĞÜ'NE,

Fen- Edebiyat Fakültesi Batı Dilleri ve Edebiyatları İngiliz Dili ve Edebiyatı Ana Bilim Dalında Öğretim Görevlisi olarak görev yapmaktayım. Pamukkale Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Yüksek Lisans programında Öğretim Üyesi Yrd. Doç. Dr. Semali Ok'un danışmanlığında yürüttüğüm **"The Sources of Challanges EFL Teachers Face in Teaching Vocabulary and Their Awareness of the Learning Strategies Their Students Use While Learning Vocabulary in Prep Classes in Turkish Context (Türkiye'deki Hazırlık Sınıflarında İngilizce Okutmanlarının Kelime Öğretirken Karşılaştıkları Zorluklar ve Öğrencilerin Kelime Öğrenirken Kullandıkları Stratejilere ilişkin İngilizce Okutmanlarının Farkındalıkları)"** başlıklı tez çalışmam için Ek 1'de yer alan ve veri toplama aracı olan görüşme formunu üniversitemiz Yabancı Diller Yüksekokulu'nda görev yapmakta olan öğretim elemanlarına uygulamak istiyorum.

Yapacağım çalışma için veri toplama aracının uygulanması hususunda gereken iznin verilmesini saygılarımla arz ederim.

20/03/2015

Öğr. Gör. Günay GÜREŞ

Adnan Menderes Üniversitesi

Fen Edebiyat Fakültesi Batı Dilleri ve Edebiyatları

İngiliz Dili ve Edebiyatı ABD

Ek:1: Veri Toplama Aracı (1 Adet Görüşme Formu)

APPENDIX 2

GÖRÜŞME SORULARI

Merhaba, benimle görüşmeyi kabul ettiğiniz için teşekkür ederim.Türkiye'deki hazırlık sınıflarında İngilizce okutmanlarının kelime öğretirken karşılaştıkları zorluklar ve öğrencilerin kelime öğrenirken kullandıkları stratejilerine ilişkin okutmanların farkındalıkları ile ilgili yüksek lisans tezi yapıyorum. Bu konu ile ilgili okutmanların görüşlerini öğrenmek istiyorum ve bu kapsamda İngilizce okutmanları ile görüşmeler yapıyorum. Böylece hazırlık sınıflarında İngilizce okutmanlarının kelime öğretirken karşılaştıkları zorlukları ortaya koymayı amaçlıyorum. Konuyla ilgili olarak size birtakım sorular soracağım. Yanıtlarınız yalnızca yapmakta olduğum bu araştırmada kullanılacak, kişisel bilgileriniz kesinlikle gizli tutulacaktır. İzin verirseniz söylediklerinizden daha rahat yararlanabilmek için görüşmeyi kaydedeceğim. Sorularıma geçmeden önce sizin söylemek istediğiniz bir şey var mı?

1. Derslerinizde sözcük öğretimini nasıl yapıyorsunuz? Kullandığınız belli teknikler var mı?
   a) (Belli bir teknik izlemiyorsa) Belli bir teknik izlememenizin nedenleriyle ilgili bilgi verebilir misiniz? Bir teknik kullanmak ister miydiniz?
   b) (Belli bir teknik izliyorsa) İzlediğiniz bu tekniklerin hangilerinin daha etkili olduğu konusunda neler söyleyebilirsiniz?

2. Derslerinizde sözcük öğretimi yaparken karşılaştığınız zorluklar var mı?
   (Evetse)
   a.1) Ne gibi zorluklarla karşılaşıyorsunuz? Spesifik olarak örnek verir misiniz? Açıklar mısınız?

   a.2) Bu zorlukları neye bağlıyorsunuz? Açıklar mısınız?

   (Hayırsa)
   b.) Zorluk yaşamamanızı neye bağlıyorsunuz?

3. Derslerinizde sözcük öğretimi yaparken karşılaştığınız zorluklarla nasıl baş ediyorsunuz?

4. Öğrencilerinizin kelime öğrenirken izledikleri stratejiler var mı?
   (Varsa)
   a) Sizce ne gibi stratejiler izliyorlar, bunlardan söz edebilir misiniz?
   b) Sizce kendi geliştirdikleri stratejileri mi kullanıyorlar yoksa kullandıkları stratejileri siz mi öğretiyorsunuz? Yoksa kullanmalarını istediğiniz stratejilere siz mi yönlendiriyorsunuz?
   (Yoksa)
   Peki, sizce öğrencileriniz belli kelime öğrenme stratejileri, yöntemleri geliştirmeli mi ya da izlemeli mi? Bu konuya bakış açınız nasıldır?

5. a. Sizce bu stratejilerin hangileri daha etkilidir?
   b. Öğrenciler bunları etkili bir şekilde kullanabiliyorlar mı?

   Bu konuda eklemek istediğiniz herhangi bir şey var mı?

Görüşülen Kişinin Cinsiyeti:

Görüşülen Kişinin Kıdemi:

Görüşülen Kişinin Mezun Olduğu Okul:

Görüşülen Kişinin Yabancı Dil (İngilizce) Eğitimi ile ilgili Eğitim alıp almadığı:

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