

**THE EFFECTS OF VOCABULARY STRATEGY
TRAINING ON VOCABULARY LEARNING AND
AUTONOMY: A CASE STUDY OF TURKISH EFL STUDENTS**

YEŞİM NALKESEN

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KONU: The Effects of Vocabulary Strategy Training on Vocabulary Learning and Autonomy: A Case Study of Turkish EFL Students

ONAY:

Yrd. Doç. Yeşim Özek
(Danışman)



(İmza)

Yrd. Doç. Sumru Akean
(Üye)



(İmza)

Yrd. Doç. Zeynep B. Koçoğlu
(Üye)



(İmza)

TESLİM EDEN : Yeşim Nalkesen
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ÖZET

Yabancı dil öğrenme stratejilerinin kullanımı, öğrencilerin başarıya ulaşmasında ve özerkliğe kavuşmasında önemli bir rol oynayabilir. Bu stratejiler, öğrencilerin karşılaşacakları durumlara uygun bir biçimde doğru olarak seçilirse çok daha etkili olan dil öğrenme araçları haline gelebilir. Öğrencilerinin strateji eğitimi alması karşılaşacakları çeşitli durumlarla baş edebilmelerini sağlama açısından oldukça önemlidir, ancak bu alanda yapılmış birçok araştırma, öğrencilere strateji seçimini ve kullanımını öğretmek gerektiğini ortaya çıkarmıştır.

Bu çalışmanın iki amacı bulunmaktadır: Birincisi, kelime strateji eğitiminin, İngilizceleri orta seviye olarak tespit edilmiş üniversite hazırlık sınıfı öğrencilerinin kelime öğrenimi üzerindeki etkisini incelemek, ikincisi, kelime strateji eğitiminin kelime öğrenimi özerkliği üzerindeki etkilerini incelemektedir.

Bu çalışmada çoklu metot yaklaşımından yararlanılmıştır. Veriler nitel metotlar (sesli düşünme protokolleri, odak grup görüşmeleri) ve nicel metotlar ile (öğrenci özerkliği anketleri, kelime testleri) toplanmıştır. Araştırmaya 19 öğrenci katılmıştır. Deney grubuna katılan öğrenciler 3 hafta boyunca kelime strateji eğitimi alırken; kontrol grubundaki öğrenciler ise bu süreç boyunca derslerine strateji eğitimi almadan, müfredata uygun şekilde devam etmişlerdir.

Uygulanan ön ve son öğrenci özerkliği anketlerinin, aşağıdaki özellikler açısından öğrenci özerkliği üzerine etkileri olduğu görülmüştür: 1) Öğrencilerin öğretmenden bağımsız olarak çalışmalarını açısından; 2) öğrencilerin kendi çalışmalarında kontrol sahibi oluşları açısından; 3) kelime öğreniminin önemi konusundaki farkındalıklarının artışı açısından. Ancak elde edilen sonuçlar istatistiksel olarak yeterli derecede anlamlı bulunmamıştır.

Uygulanan kelime testleri sonuçları, deney grubundaki öğrencilerin kelime öğrenimi başarısı açısından, istatistiksel olarak anlamlı bir farklılığın ortaya çıktığını göstermektedir. Diğer bir yandan, kelime stratejisi eğitimi almamış olan kontrol grubu öğrencilerinin ön ve

son kelime testi sonuçlarında anlamlı bir farklılık tespit edilmemiştir. Bu sonuç da deney grubunda verilen kelime stratejisi eğitiminin kelime öğrenimi başarısı üzerinde etkileri olduğunu önermektedir.

ABSTRACT

Use of language learning strategies can play a very important role on the way to gain success and learner autonomy in language learning. They can be more powerful learning tools provided that they are chosen properly according to the situations language learners will face with. Learners' receiving strategy training is very important in helping them with tackling the language situations they will encounter, however the results of various researches reveal the need to teach the students how to choose and use different learning strategies appropriately as well.

The present study had two main purposes. Firstly, it aimed to investigate the effects of vocabulary strategy training on vocabulary learning and secondly it aimed to investigate the effects of vocabulary strategy training on learner autonomy at intermediate level in preparatory classes of a foundation university.

Multi-method approach was used in order to answer these two purposes. Qualitative methods (think-aloud protocols, focus group interviews) and quantitative methods (learner autonomy questionnaires, vocabulary tests) were used in order to collect data. Nineteen students who were at intermediate level participated in the present study. While the participating students in the experimental group received vocabulary strategy training for 3 weeks, the students in the control group received no special treatment during this phase.

The results of the learner autonomy questionnaires revealed that vocabulary strategy training had the following effects on learner autonomy with regard to 1) learners' studying independently of the teacher; 2) learners' having control in their studies; and 3) learners' increased awareness in the importance of vocabulary learning, although the obtained results were not found to be statistically highly significant.

The results of the vocabulary tests revealed a statistically significant difference on vocabulary learning achievement in the experimental group, On the other hand, no

statistically significant difference was found between the pre and post vocabulary test scores in the control group, which received no strategy training. These results indicated that vocabulary strategy training had some effects on vocabulary learning achievement of the students in the experimental group.

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CHAPTER I

INTRODUCTION

Over the past few decades, there have been a growing interest and emphasis on a learner centred classroom, which led to an inevitable increase in researches dedicated to find insights about the use and impact of language learning strategies (Ellis, 1994; O'Malley & Chamot, 1990; Wenden & Rubin, 1987; Schmitt, 1997, Cohen & Aphek, 1981; Marefat & Shirazi, 2003 and a number of others). The shift from a teacher based classroom to a learner based classroom with more emphasis on learners and learning is the natural consequence of the notion valuing the significance of learners' engagement in the learning environment and the changes in the curriculum towards a more learner centred way of teaching (Thanasoulas, 2000).

In a learner centred way of teaching, students' use of strategies places a very important role in the learning process at all language levels. Learners who seek for support to learn 'how to fish' can fend for themselves when they encounter obstacles in this process such as keeping the words on their memory, making associations, producing them and so on. Use of learning strategies serves as an effective way for learners to overcome such difficulties. According to Williams & Burden (1997), use of appropriate language learning strategies has a vital contribution to language learning success, which underlines the significance of the incorporation of strategy training in teaching a foreign language. Therefore not only instructors and language teachers but also curriculum designers, educational authorities should consider strategy training as one of the crucial aspects of teaching and learning.

Strategy training aims to provide learners with awareness of the language learning strategies through instruction (Cohen, 2003). The most efficient way to provide learner awareness is explicit instruction. Strategy training has the following benefits for language learners (Cohen, 2003). Strategy training helps language learners to:

- self-diagnose their strengths and weaknesses in language learning;
- become aware of what helps them to learn the target language most efficiently;
- develop a broad range of problem-solving skills;
- experiment with familiar and unfamiliar learning strategies;
- make decisions about how to approach a language task;
- monitor and self-evaluate their performance;
- transfer successful strategies to new learning contexts.

1.1 Purpose of the Study

The purpose of the present study is to investigate the effects of vocabulary strategy training on vocabulary learning achievement and learner autonomy of the students who are at intermediate level in a preparatory class of a foundation university. The participating students in the experimental group were given strategy training by the researcher; the students in the control group received no special treatment as the present study is an experimental design.

Quantitative and qualitative analysis were used in order to analyze these two purposes. The comparison between the pre and post vocabulary tests, pre and post interview results, think aloud protocol results helped to find out the effects of vocabulary strategy training on vocabulary learning achievement.

The comparison between the pre and post learner autonomy questionnaires, post interview results, on the other hand, helped to find out the effects of vocabulary strategy training on learner autonomy.

1.2 Research Questions

Specifically speaking, the following questions were addressed in the present study:

- Are there any effects of vocabulary strategy training on vocabulary learning? If so, how?
- Are there any effects of vocabulary strategy training on vocabulary learning

autonomy? If so, how?

1.3 Significance of the Study

Having a good vocabulary size is of great importance for the students pursuing an academic education in a foreign language. Without vocabulary, it would be impossible for the students to be successful and efficient in the language skills. The students would not be able to encode or decode opinions, statements, feelings in an oral or written form without a sufficient amount of vocabulary.

Use of vocabulary strategies in learning words has been regarded as a prominent role by various theorists and researchers in the field (Oxford, 1990; Schmitt, 1997; Williams and Burden, 1997; Nation, 1990). Vocabulary strategy instruction seems to be very important in equipping the students with the necessary strategies to expand their vocabulary knowledge instead of giving the students only specific words to learn (Hulstjin, 1993; cited in Ghazal, 2007).

Students who are successful vocabulary learners seem to be the ones who are able to respond to tasks, problems, situations effectively by the help of using appropriate and necessary vocabulary learning strategies. “Effective learning is not merely a matter of an individual having a high IQ. What appears to be more important is the learner’s ability to respond to the particular situation and to manage their learning in an appropriate way. Studies of successful and unsuccessful learners show that people who succeed in learning have developed a range of strategies from which they are able to select those that are most appropriate for a particular problem, to adapt them flexibly for the needs of the specific situation, and to monitor their levels of success.” (Williams and Burden, 1997).

Learner autonomy, in addition to the use of language learning strategies, plays a very important role for success in language learning (Rubin, 1975; Esch, 1996; Holec, 1981; Little, 1990). Students who are autonomous, are regarded as those who have insights into their

learning styles and strategies; who take an active approach to the learning task at hand; who are willing to take risks; who attend the form as well as attending to the context; who develop a different system for the target language; who are tolerant in their approaches to the target language (Omaggio, 1978).

The link between the learner autonomy and use of language learning strategies may seem to necessitate the conduction of strategy training to language students in order to teach raise their awareness and teach them necessary strategies.

Due to the reasons mentioned above, the present research attempts to give the students vocabulary strategy training and to see the effects of this treatment on vocabulary learning achievement and learner autonomy among university preparatory students in Turkey context.

1.4 Definitions of Terms

Language Learning Strategy: Special behaviours or thoughts that are used by learners in order to comprehend, learn or retain new information. (O'Malley & Chamot, 1990)

Vocabulary Learning Strategy: One part of language learning strategies which in turn are part of general learning strategies, which are aimed to increase learners' competence in vocabulary.

Learner Autonomy: The ability of the learner to take responsibility for his or her own learning and to plan, organize, and monitor the learning process independently of the teacher (Hedge, 2000).

Learner Autonomy in Vocabulary Learning: The learners' being totally responsible for all the decisions concerned with his/her own learning and the implementation of those decisions (Dickinson, 1993) in the scope of vocabulary learning.

1.5 Basic Assumptions

It was assumed that the participating students answered the questions regarding vocabulary learning autonomy honestly and interpreted the questions correctly. It was also

assumed that the students expressed the strategies they employed to learn specific target words correctly and honestly in the think aloud protocol sessions.

1.6 Limitations

There are three basic limitations in the present study. The first limitation is regarding the small size of the experimental and the control groups; therefore the results may not be generalizable to other contexts. The second limitation is regarding the length of the vocabulary strategy training. Due to the syllabus of the department where the strategy training was conducted, the treatment phase could not last longer. The third limitation is regarding classroom observations, which would help the researcher see the strategies employed by the learners in their classrooms before conducting the study. Due to the institutional barriers, classroom observations before the vocabulary strategy training could not be conducted.

1.7 Organization of the Thesis

The present study includes six chapters. Following the Introduction Chapter, the second chapter, review of the literature, explains vocabulary learning strategies, learner autonomy, the benefits of learner autonomy and vocabulary strategy instruction and related researches in the field in depth.

The third chapter, methodology, presents the research questions; explains the research paradigm of the present study, gives information on the data collection instruments in depth, explains the procedure of the pilot and the actual study in the control and the experimental groups, the steps of the vocabulary strategy instruction and the data analysis of the qualitative and the quantitative measurements. Additionally, figures and tables regarding the overview of the present study and quantitative and qualitative data analysis are provided.

The fourth chapter, results and analysis, presents the findings of the qualitative and quantitative analyses in order to investigate the aims of the study. The results of the Mann Whitney Test, Wilcoxon Signed Ranks Test and the results of the think aloud protocols and

pre and post interviews are present in this chapter.

The fifth chapter, conclusion, evaluates the findings of the present study in theoretical and methodological grounds.

The sixth chapter explains the limitations of the present study. Implications and suggestions for further researcher are also presented in the sixth chapter. At the end of the thesis, references and appendices are given.

CHAPTER II

REVIEW OF LITERATURE

2.1 Characteristics of Language Learning Strategies

Teachers who will need to take an active part in teaching language learning strategies to the students should be aware of their characteristics and significance because understanding the characteristics of LLS will give teachers insight about the importance and benefits of giving strategy training in their lessons. Therefore it is important to mention these characteristics in order to gain a deeper understanding of LLS and of their impacts upon learning. Twelve characteristic of language learning strategies are as follows (Oxford, 1990:9):

1. LLS contribute to the main goal, communicative competence.

2. LLS allow learners to be more self-directed learners, which will lead to less teacher dominated learning.

3. LLS expand the role of the teachers

Teachers should be attentive in task choice to assure that learners will value them personally and will have positive attitudes (William and Burden 1997, p.164); teachers might need to act as effective mediators, advisors, facilitators, co-communicators, partners, joint problem solvers and etc. Students' use of language learning strategies will result in teachers' having different roles in their teaching.

4. LLS are problem oriented (they serve as a solution to a particular problem faced with the language learner).

Use of a specific strategy might serve as an effective solution for a learner, who has a problem in recalling the target words, for instance. Use of strategies helps language learners learn and remember the vocabulary items later. To illustrate, peg method, which is a memory strategy offered by Schmitt (1997), allows learners to associate sounds with the target word.

Then the learner creates an image to remember the peg or ‘hook’ word. The example below shows a way that could be used in order to learn the numbers:

- | | |
|-----------------------|-------------------------|
| 1. One- <i>Bun</i> | 6. Six- <i>Sticks</i> |
| 2. Two- <i>Shoe</i> | 7. Seven- <i>Heaven</i> |
| 3. Three- <i>Tree</i> | 8. Eight- <i>Gate</i> |
| 4. Four- <i>Door</i> | 9. Nine- <i>Wine</i> |
| 5. Five- <i>Hive</i> | 10. Ten- <i>Hen</i> |

(Turkington, 2003)

5. LLS are specific actions taken by the learner (a specific behaviour in response to a particular problem).

6. LLS involve many aspects of the learner, not just the cognitive (metacognitive, social and affective factors also come into play which will be further discussed).

7. LLS support learning both directly and indirectly.

8. LLS are not always observable.

9. LLS are often conscious (strategy training aims learners to use LLS in an automatized way; however for this step to be reached, learners firstly need to be cognizant of the strategies they employ; after practicing LLS within a certain time, LLSs will become automatized).

10. LLS can be taught (LLS can be taught through formal instruction and repeated practicing). A research conducted by Chamot et al. (1988) was trying to gain insights about in what ways language instructors were implementing strategy training into foreign language lessons. Three language instructors in Russian and Spanish foreign language class activities were found to opt for direct instruction, which means they informed the students of the purpose and the value of strategies.

11. LLS are flexible (learners can combine, sequence strategies depending on a particular situation they come across, which is in fact the characteristics of more successful

language learners when correct strategies are chosen)

LLS are influenced by a variety of factors (such as task requirements, age, gender, general learning style, personality, aptitude, national origin, language proficiency, perceived proficiency as stated by Oxford 1989; Oxford and Nyikos 1989).

2.2 Vocabulary Learning Strategies

The term, 'language learning strategy' has been defined in different ways by many researchers in the literature.

Weinstein & Mayer (1986) define language learning strategies as conscious behaviours and thoughts learners employ while learning”.

O'Malley & Chamot (1990: 1) define language learning strategies as special behaviours or thoughts that are used by learners in order to comprehend, learn or retain new information.

Tarone (1983) define them as “an attempt to develop linguistic and sociolinguistic competence in the target language – to incorporate these into one’s interlanguage competence”.

Oxford (1990) defines them as (often intentionally employed) specific actions, behaviours, steps or techniques which are aimed to improve learners’ progress in the development of language skills.

Schmeck (1988) defines them as a sequence of procedures for accomplishing learning and specific procedures within this sequence.

Vocabulary learning strategies as one part of language learning strategies which in turn are part of general learning strategies (Nation, 2001), refer to the specific actions taken by the language learner in order to increase their competency in vocabulary.

Many other definitions can be found in the literature regarding this concept; all the definitions share some common traits on the ground. The resemblance of those given

definitions and others done by other researches is learners' attempt (either consciously or unconsciously) to accomplish a certain task or being successful in an element of a foreign language, in other words language learning strategies are self-directed. The second resemblance lies in learners' role in the language learning process: that learners are active during their learning process rather than being passive, inactive and dependent on their teachers.

2.3 Classification of Language Learning Strategies

There have been different classifications of LLS suggested by different researchers dedicated to provide information about the nature and impact of language learning strategies (Rubin, 1987; Oxford, 1990; Stern, 1992; Schmitt, 1997). These divisions are crucial to grasp an understanding of the concepts in LLS, to see more insights about LLS on theoretical and practical grounds and also to act as a reference guide for educational instructors so are going to be presented below. One should not be confused by the different groupings of strategies as they share many common traits within themselves and are often interrelated based on similar ideas and conceptions.

The strategy classifications of various researchers are shown on the following pages in order to see the developments of the taxonomies through the years in a chronological order:

2.3.1 Overview of Language Learning Strategy Taxonomies Proposed by Different Researchers

Table 1 represents various language learning strategy taxonomies proposed by different researchers.

Rubin (1987)	Oxford (1990)	Stern (1990)	Chamot and O'Malley (1990)	Schmitt (1997)
Cognitive Strategies: Clarification/Verification, Guessing/ Inductive Reasoning, Deductive Reasoning, Practice, Memorization, Monitoring.	Direct Strategies 1. Memory Strategies: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, Employing Action.	Management and Planning Strategies: strategies that help the students direct his own learning.	Cognitive Strategies: Rehearsal, Organization, Inferencing, Summarizing, Deducing, Imagery, Transfer And Elaboration.	Determination Strategies (for discovery): Analyze Part Of Speech, Affixes And Roots, Check For L1 Cognate, Analyze Pictures And Gestures, Guess From Textual Context, Bilingual Dictionary, Monolingual Dictionary, Word Lists, Flash Cards.
Metacognitive Strategies: Planning, Prioritizing, Setting Goals, Self-management.	Direct Strategies 2. Cognitive Strategies: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, Creating Structure for Input and Output	Cognitive Strategies: Clarification/Verification, Guessing/Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring.	Metacognitive Strategies: Selective Attention, Planning, Monitoring And Evaluation.	Social Strategies (for discovery): ask teacher for L1 translation/, for paraphrase or synonym of a new word, or for a sentence including new word, ask classmates for meaning, discovering through group work.
Social Strategies: Learners' initiating conversations, watching films, language programs, reading books in L2.	Direct Strategies 3. Compensation Strategies: Guessing Intelligently, Overcoming Limitations in Speaking and Writing.	Communicative-Experiential Strategies: Circumlocution, gesturing, paraphrase, or asking for repetition or explanation	Social/affective strategies: Cooperation, questioning for clarification and self talk.	Social Strategies (for consolidation): Study and practice meaning in a group, teachers' checking students' flashcards and wordlists for accuracy, interact with native speakers.
Communicative Strategies: Explaining an unknown word with the help of other known words, other strategies that will keep the conversation going.	Indirect Strategies 1. Metacognitive Strategies: Centering your learning, Arranging and planning your learning, evaluating your learning.	Interpersonal Strategies: Contacting with native speakers and cooperating with them.		Memory Strategies (for consolidation): image word's meaning, connect word to a personal experience, affixes and roots, part of speech, use cognates, keyword method and a number of others.
	Indirect Strategies 2. Affective Strategies: Lowering your Anxiety, Encouraging Yourself, Taking your emotional temperature.	Affective Strategies: Creating associations of positive towards the foreign language and its speakers as well as towards the learning activities involved.		Cognitive Strategies (for consolidation): verbal and written repetition, word lists, flashcards, take notes, use the vocabulary section in your textbook, listen to tape of word lists, put English labels on physical objects, keep a vocabulary notebook.
	Indirect Strategies 3. Social Strategies: Asking Questions, Cooperating with others, empathizing with others.			Metacognitive Strategies (for consolidation): use English language media, testing oneself with word tests, use spaced word practice, skip or pass new word, continue to study overtime.

Table 1. Overview of Language Learning Strategy Taxonomies Proposed by Different Researchers

2.3.1.1 Rubin's Views on Her Classification and LLS

Rubin's classification of language learning strategies is an important one because it is one of the earliest examples in the field. Rubin described the language learning strategies based on his observations. The taxonomy's different from Oxford's as Oxford categorized the language learner strategies under two categories: which are direct and indirect categories. However, in Rubin's classification the LLS are listed under cognitive, metacognitive, social and communicative strategies and direct and indirect strategies are found in each category.

In one of his earlier works, Rubin listed the characteristics of good language learners, upon which he based his classification of language learning strategies. According to Rubin, good language learners are willing and accurate guessers; have a strong drive to communicate; are not inhibited; are willing to practise; spend time monitoring their own speech and that of others; are attentive to meaning and form.

Based on his earlier studies and observations, Rubin (1987) suggests that there are four types of strategies used by the learners contributing directly or indirectly to the language learning process. The first type is learning strategies under which cognitive and metacognitive learning strategies are grouped.

Cognitive learning strategies also known as *task-based strategies* in literature involve the following strategies:

a. Clarification/ verification: These LLS refer to language learners' checking whether their grasping of a language item is correct or not.

b. Guessing/inductive inferencing: These LLS refer to learners' producing hypotheses with the help of contextual clues, using information from the context, holding pieces of information in their head in order to understand how the language system works.

c. Deductive reasoning: Language learners' applying a general rule in order to understand a segment of a language item.

d. Practice: Language learners' employing strategies such as repetition (i.e. drilling), rehearsal strategies (i.e. talking to self) in order to store or retrieve the target language.

e. Memorization: Language learners' making use of mnemonic strategies and of lexical grouping based on semantic, visual word associations.

f. Monitoring: Language learners' noticing their own errors, noting source of errors i.e. first language interference, learners' checking of their own performance.

The second type of strategies suggested by Rubin is *metacognitive strategies*. Metacognitive strategies help the language learner to oversee, regulate, self direct their own language learning. The metacognitive strategies are planning, Prioritising, Setting goals and self- management.

Rubin suggests *social strategies* as the third in her classification. Social strategies include learners' initiating conversations, watching films, language programs, reading books in the target language and so on. These strategies have an indirect contribution to learning.

Rubin (1987) states that *communicative strategies* have an indirect contribution to the learning process as well. These strategies can be defined as those applied when the speaker faces with a difficulty while communicating in the target language. Explaining an unknown word with the help of other known words while appealing the partner for help could be an example of this type.

2.3.1.2 Oxford's Views on Her Classification and LLS

Oxford's (1990) Strategy Inventory for Language Learning (SILL) seems to be a more comprehensive and detailed one, which has been cited by many researchers in the literature., Hsiao and Oxford (2002) (As cited in Chamot, 2004) conducted a comparative study of three classification systems proposed by thee researchers in the field (O'Malley and Chamot, 1990; Oxford, 1990; Rubin, 1981) and Oxford's classification was found to be superior in terms of the variety of the language learning strategies reported by the learners.

Oxford bases her distinction on two main categories, which are:

- Direct Strategies
- Indirect strategies

Direct strategies, in Oxford's view, refer to "strategies that directly involve the target language and require mental processing of the language"; whereas "indirect strategies are those that provide indirect support for language learning through focusing, planning, seeking opportunities, controlling anxiety, increase cooperation and empathy and other means" (Oxford, 1990, p. 151).

Memory strategies (such as creating mental linkages, applying images and sounds, reviewing well, employing action); cognitive strategies (practising, receiving and sending messages, analyzing and reasoning, creating structure for input and output); and compensation strategies (guessing intelligently, overcoming limitations) have been found under direct strategies in her classification.

Metacognitive strategies (centering your learning, arranging and planning your learning and evaluating your learning); affective strategies (lowering your anxiety, encouraging yourself, taking your emotional temperature); and social strategies (asking questions, co-operating with others, empathising with others) have been put under indirect strategies' heading.

2.3.1.3 Stern's Views on His Classification and LLS

A good language learner, according to Stern (1975) necessitates learners' own engagement and dedication in the learning process. He also adds that a good language learner can have a personal learning style and an active task approach; has flexibility with learning a language and knows how to deal with the language; has tolerance with the target language and its users; monitors his/her own development, therefore has metacognitive awareness of the language; can achieve in thinking in the target language; wants to practice in real

communication environments. Stern's conceptualization of 'the good language learner' is different from Rubin's as Rubin did not take learning styles into account.

Based on his earlier works and observations (as cited in Chamot, 2004) Stern (1992) categorized language learning strategies under the following headings:

- Management and Planning Strategies
- Cognitive Strategies
- Communicative - Experiential Strategies
- Interpersonal Strategies
- Affective strategies

Management and Planning Strategies

These strategies are related with learner's intention to direct his own learning. A language learner can supervise his own learning process with the help of a teacher, who plays a role of adviser and resource. The learner must:

- decide what commitment to make to language learning
- set himself reasonable goals
- decide on an appropriate methodology, select appropriate resources, and monitor progress,
- evaluate his achievement in the light of previously determined goals and expectations (Stern 1992:263).

Cognitive Strategies

These refer to sets or operations in which the language learning requires synthesis of learning materials, direct analysis or transformations. These strategies are namely clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization and monitoring.

Communicative - Experiential Strategies

The purpose of using these strategies is as to keep the conversation going and avoid communicational break downs. Circumlocution (an indirect style of expressing things), gesturing, paraphrase, or asking for repetition and explanation could be given as examples of communicative strategies.

Interpersonal Strategies

Learners should have contact with native speakers of the target language and cooperate with them. Learners should be able to monitor their own development and evaluate their own performance.

Affective Strategies

It has been proved that good language learners employ different affective strategies. By its nature, language learning can be frustrating. In some cases, language learners might have the feeling of strangeness evoked by the foreign language. In some other cases, language learners might have negative feelings about the users of the target language. Good language learners are more or less cognizant of these emotional variables. Good language learners are those who try to create positive associations towards the learning activity as well as the users of the target language. Learner training might be helpful for language learners who are faced with emotional difficulties, and might help students get over these negative associations.

2.3.1.4 Chamot and O'Malley's Views on Their Classification and LLS

Chamot and O'Malley (1990) analysed language learning strategies in parallel with language learning: they see language learning strategies as complex cognitive skills. Chamot and O'Malley described their language learning strategy categories relying on the researches conducted in the first language contexts. They interpreted language learning strategies as 'the special thought or behaviour that students use to help them comprehend, learn or retain new information'.

Chamot and O'Malley's (1994) depiction of language learning strategies within the cognitive model of learning views language learning as a dynamic process where language learners select information, organize their information, make associations with their existing knowledge, retain/ store what they decide to be important, use the retained information in appropriate contexts and so on.

Their classification seems to rely mainly on Rubin's classification except for the fact that they compiled the social and communicative strategies under one heading, which is socio-affective strategies. In addition to that, Chamot and O'Malley took affective strategies into consideration while Rubin did not.

They classified the language learning strategies under three main branches: cognitive, metacognitive and socio-affective strategies. Under the cognitive branch, strategies that help the students achieve a particular goal can be found. The strategies listed as cognitive strategies are rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer and elaboration.

Metacognitive strategies, on the other hand, are the strategies used for overviewing the process of language use and learning, and for taking steps to efficiently plan and regulate those processes (as cited in Schmitt and McCarthy, 2005). Selective attention, planning, monitoring and evaluation can be found under this category.

Social/affective strategies, finally, are the strategies students use while dealing with interpersonal relationships; they are also regarding controlling one's emotional constraints. Cooperation, questioning for clarification and self talk are listed under this category.

2.3.1.5 Schmitt's Views on His Classification and LLS

Schmitt (1997) was mainly influenced by Oxford's taxonomy in his earlier works. He later noticed that it might be not easy for instructors and teachers to comprehend and employ the classification of VLS. He therefore developed a new taxonomy of vocabulary learning strategies. Initially, he put 4 categories same as Oxford's: Social, Memory, Cognitive and

Metacognitive Strategies. Schmitt's five classifications of vocabulary learning strategies have two dimensions: *discovering*, discovery of a new word's meaning, and *consolidating*, consolidating a word after it has been encountered. In Schmitt's taxonomy, there are 58 strategies, divided into 5 groups with 2 dimensions.

Realizing that there was no category which adequately describe the kinds of strategies employed by language learners when they must discover the word's meaning in Oxford's taxonomy, Schmitt added a new category to his taxonomy, which he entitled as 'Determination Strategies' (Schmitt, N., McCarthy, M.: p205, 2005). This is what basically distinguishes Schmitt's VLS Taxonomy of Oxford's.

Analyze part of speech, affixes and roots, check for L1 cognate, analyze pictures and gestures, guess from textual context, bilingual dictionary, monolingual dictionary, word lists, flash cards, which are found under the category of determination strategies, help learners to learn new vocabulary items through discovery. For instance, guessing from textual context strategy helps learners to discover the meaning of the word from its context and this is why it has been listed under the determination strategy category by Schmitt (1997).

Schmitt's taxonomy is also different from Oxford's as Oxford listed the strategies under direct and indirect strategies. However, Schmitt had two dimensions in his category, which are discovery of the word and consolidation of the word. This feature in Schmitt's category seems to make it more practical in terms of application in the real classroom settings and more understandable.

In terms of application of vocabulary learning strategies, Schmitt's taxonomy is the most comprehensive taxonomy in the literature as there is a logical order of strategies, it is simple to understand and practical for strategy training (see Appendix B).

2.4 Strategy Training in Vocabulary Learning

Employing the right strategy when encountered with difficulties in language learning contributes to success in language learning. Gu (2003) states that:

“A learning strategy is a series of actions a learner takes to facilitate the completion of a learning task. A strategy starts when the learner analyzes the task, the situation, and what is available in his/her own repertoire. The learner then goes on to select, deploy, monitor, and evaluate the effectiveness of this action, and decides if s/he needs to revise the plan and action”.

The employment of a vocabulary learning strategy seems to be a specific plan that can be conducted by a language learner for the retention of a vocabulary item or for the completion of a task that requires knowledge of vocabulary. Strategy training places an important role in the field of vocabulary learning. Besides its positive effects in affective factors such as motivation, self-confidence, anxiety, etc., strategy training also contributes directly to the vocabulary language learning process itself. Learners can use basic vocabulary learning strategies on their own; however with the help of language learning strategy “they may be willing to try new strategies if they are introduced to them and instructed in them” (Schmitt, 1997).

Looking through the literature, the positive effects of strategy training on vocabulary learning can be seen clearly in various contexts. Cohen and Aphek (1981) (as cited in Ghazal, 2007) conducted a study, in which they investigated seventeen English speaking students (including nine beginners, six intermediate, and two advanced), who were learning Hebrew over a 100 day period. Students received a strategy training on how to recall vocabulary items by making paired mnemonic associations. Students employing this strategy outperformed the others who did not. Another finding of the study was the interaction between the learners’ overall proficiency level and the tasks they achieved best. Beginner Hebrew learners reported they found listing tasks best; whereas intermediate learners worked better with tasks that require contextualisation.

Another study conducted by Van and Abraham (1990) is dedicated to differentiate

between poor and good learners by analyzing the cause of failure. The research aimed to investigate what distinguished unsuccessful language learners from successful learners by getting students to work on a variety of different kinds. The result was striking. The cause of failure in language learning was not the lack of employing learning strategies but the cause was employing right strategies for the tasks given. They indicated that all the participants seemed to be active strategy users; however they failed to decide the right strategy to apply at hand. They lacked certain necessary higher-order processes, what are often called metacognitive strategies or self-regulatory skills, which enable the learners to monitor and assess their own learning and enable them to apply the right strategies appropriately.

The outcomes of these above studies reveal the necessity that teaching learners the appropriate strategies for certain tasks is crucial. Learners' awareness of the language learner strategies does not guarantee success; language learners need a deeper understanding of the nature of the language learning strategies for further use, which underlines the importance of strategy training.

Various studies indicated the positive effects of vocabulary strategy training on word retention. For instance, Marefat and Shirazi (2003) conducted a study in Iran among the students between the ages of 15 and 17 in order to investigate the effects of vocabulary strategy training on vocabulary retention. Strategy training has been found to be effective in vocabulary retention and in learners' strategy use. The results also showed that learners' strategy use in short-term retention was superior to that in long-term retention. In another study conducted by Liping & Xiaoqing (2006), the effects of strategy training on academic achievement and learner autonomy were aimed to be investigated. Learners received 16 weeks of strategy training where they were taught language learning strategies and how to use them effectively and appropriately. The researchers found out no statistical improvement in students' academic achievement. However, the pre and post questionnaires revealed that

application of the strategies increased learner autonomy after the students received strategy training. Changes in students' attitude towards learning language were revealed by analyzing the diary entries.

In order to investigate the effects of vocabulary strategy training on vocabulary learning achievement and motivational factors, Huang (2001) conducted an experimental study in Taiwan by adopting the Strategy Inventory for Language Learning (based on Oxford, 1990). The experimental group received strategy training for one semester, while the control group did not receive any strategy training at all. The post test results revealed a significant improvement among the experimental group in the scores. The results also indicated a significant increase in strategy use, motivational intensity in the experimental group; and a significant decrease in "Learning English" anxiety.

One of the characteristics of LLS is that they are influenced by a variety of interrelated factors (such as task requirements, age, gender, general learning style, personality, aptitude, national origin, language proficiency, perceived proficiency, learner autonomy as stated by Oxford 1989; Oxford and Nyikos 1989). Several interrelated factors as mentioned above interact with each other in the language learning process. Use of vocabulary learning strategies might lead to learner autonomy, therefore the present research has been an attempt to investigate the effects of vocabulary strategy training on vocabulary learning and learner autonomy.

2.5 LEARNER AUTONOMY

2.5.1 Defining Learner Autonomy

The term 'learner autonomy' was first used by Holec (1981). He defined learner autonomy as "the ability to take charge of one's own learning". Holec has been a big influence in the debate on learner autonomy and his definition still is the most widely cited one. Benson (2006) defines '*learner autonomy*' as an '*ability*'. Holec (1981) replaces the word

‘ability’ with ‘capacity of the learner and replaces ‘take charge’ with ‘taking control of one’s own learning’. As can be seen, the term ‘autonomy’ can be a sort of *slippery* term and therefore it is defined differently by various researchers.

Little (1990) bases his definition on learner’s engagement in the learning process, which is similar to Holec’s and Benson’s conceptualisations. ‘Autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action’. Similarly Dickinson (1993) views learner autonomy as learners’ being responsible for their learning and their taking decisions for positive outcomes. ‘Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions’ (Dickinson, 1993). Similar to Holec and Dickinson, Hedge also views the concept ‘learner autonomy’ as learner’s taking charge of their learning. Hedge (2000) defines learner autonomy as “the ability of the learner to take responsibility for his or her own learning and to plan, organize, and monitor the learning process independently of the teacher”.

As it can be seen among these various definitions, some researchers define it as capacity for independent action, some define it as taking responsibility for one’s action; however some define it as a situation where the language learner will be responsible for himself. As a common ground, it can be said that all the researchers view ‘learner autonomy’ as a situation where the learner takes actions for success, makes decisions and takes responsibility for the outcomes.

It might also be helpful to look at what is not autonomy in order to gain more insights about this concept as there are some misconceptions probably due to the wealth of such terms in literature. Esch (1996) asserts that autonomy:

- is not self instruction / learning without a teacher, which means autonomy is not teacherless learning;

- does not mean that intervention or initiative on the part of a teacher is banned;
- is not something teachers do to learners;
- is not a single easily identifiable word;

is not a steady state achieved by learners once and for all

2.5.2 Characteristics of Learner Autonomy

Learner autonomy contributes to language success in various ways. As Benson and Voller (1997) put it, the term autonomy has come to be used in five ways:

- a. for situations in which learners study entirely on their own;
- b. for a set of skills which can be learned and applied in self-directed learning;
- c. for an inborn capacity which is suppressed by institutional education;
- d. for the exercise of learners' responsibility for their own learning;
- e. for the right of learners to determine the direction of their own learning.

Learner autonomy is one of the very important features of a 'good language learner'. Omaggio (1978) characterization of autonomous learners, reminds us the characteristics of good language learners (as listed by Rubin, 1975 and Naiman, Frohlich, Stern & Todesco, 1978). Omaggio lists the characteristics of autonomous learners as follows:

- they have insights into their learning styles and strategies;
- they take an active approach to the learning task at hand;
- they are willing to take risks;
- they attend to form as well as attending to content;
- they develop a different system for the target language, a system which is different from the first language on its own and who develop hypotheses and revise and reject these hypotheses by trial and error;
- they are tolerant in their approaches to the target language.

Learners' making use of language learning strategies is a key step to gain autonomy as they will understand and evaluate their own learning process and will be able to exert some control over these processes, which will result in their becoming more responsible for their own learning and taking charge of their own learning. On the path to autonomy, learning strategies are important cornerstones. As Holec (1981) and Little (1991) put it, learners cannot feel responsible for their own learning process, in other words cannot be autonomous, unless they have ideas of what, why and how they are learning. Learners need to receive training in order to use strategies effectively and appropriately as simply knowing a strategy does not guarantee that this student will employ that strategy, or will be able to use it effectively (Vann and Abraham, 1990: 192). Wenden (1991) claims that strategy training needs to be incorporated into the curriculum to foster learner autonomy therefore it is highly important to investigate the effects of strategy training on learning autonomy. Vocabulary learning autonomy plays a prominent role in vocabulary learning and therefore the importance of strategy training to promote learner autonomy should not be neglected by educational authorities, instructors and curriculum designers.

2.5.3 The Role of Strategy Training In Vocabulary Learning And Autonomous Learning

The neglect of vocabulary has been the recurring theme in the literature however there has been a growing interest on this theme in the last decade. Hedge (2001) asserts that the neglect of vocabulary is surprising in view of the fact that vocabulary errors are potentially more misleading than grammar errors; and he also says that learners place importance on vocabulary and learning vocabulary is a significant task for a language learner. Due to the positive effects of strategy training on vocabulary learning into account, strategy training has placed a very important role in vocabulary learning and development.

Strategy training helps English teachers to accelerate the learning process of students

(Chamot, 1999). Various researches support the idea that teaching students how to use different language learning strategies contributes to their language ability (Rubin, 1975; Oxford, 1990; O'Malley & Chamot, 1990, Wenden, 1991 and a number of others). Oxford (1990) states that "language learning strategies are important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence". Use of language learning strategies assists students in the process of becoming more independent and confident learners. Use of strategies also contributes to students' motivation as the students realize the link between their strategy use and success in learning English (Chamot, 1999).

Raising awareness of the students on the need for strategy use helps learners to become active in the learning process. As Cohen indicated (1998), learners can gain a more active role in their learning process, providing that they explore 'how', 'when' and 'how' to use language learning strategies, and evaluate and monitor their learning process. Taking active roles enables learner autonomy as well. As Nunan says (2000) "Principally, autonomous learners are able to self-determine the overall direction of their learning, become actively involved in the management of the learning process, exercise freedom of choice in relation to learning resources and activities". Similarly, Wenden (1991) claims that students who have acquired the learning strategies, the knowledge about learning and the attitudes that enable them to use these skills in a flexible, confident and independent way of teachers, are autonomous students. In addition to all these explanations, McCharty also (1998) asserts that active engagement of the students in the learning process may help them set their objectives, and the selection of best suited strategies by learners may lead them to autonomous learning.

A research conducted by Sanaoui (1995) in order to investigate the relation between vocabulary strategy use and success in acquiring and retaining vocabulary items is a distinctive one. The researcher attempted to find the most frequently used strategies by

successful learners, the learners who were able to learn the most vocabulary. An important finding of her study revealed that the most successful learners had a structured approach towards vocabulary learning. In other words, these learners knew how to deal with unknown vocabulary items. What mattered was not the actual vocabulary learning strategies, which were known by the students, but it was their systematic plan and employment of these strategies (such as listening to the radio, keeping records of new words, watching films) on a regular and systematic basis. This research has significant implications regarding the need for strategy training as the learners will be able to have a more systematic approach towards vocabulary learning and will be able to learn how to use strategies in various situations. With the help of a strategy training, learners may learn how to plan their vocabulary learning, set specific academic goals, select the most appropriate vocabulary learning strategy that will serve their needs, manage their time, evaluate the whole process, learn how to set specific goals within a time frame, select the most appropriate vocabulary learning strategies, monitor their strategy use, use a combination of strategies, self-test their degree of mastery of the new vocabulary items after meeting the words for the first time, manage their time by devoting some time during their study hours to vocabulary practice, and finally evaluate the whole process, contributed to this improved and expanded lexical knowledge (Rasekh, Ranjbary, 2003-; Cubukcu, F., 2008).

Similarly a research conducted by Fedderholdt (1998) revealed similar results regarding the effects of strategy training on learner autonomy. The aim of the research was to identify the effectiveness of language learning strategy training in developing learners' use of language learning strategies and learner autonomy. 15 third-year students participated in the study. These participants were given orientation on cognitive, metacognitive and socio-affective strategies in order to enhance their understanding and awareness of the components of language learning and of their roles in this process. Some participants kept a diary during

the semester. Keeping a diary was not obligatory as the researcher believed only students with intrinsic motivation would benefit. The diary entries revealed that students became more precise in defining their goals, gained more consciousness of the issues that make up the language process. By assessing their strong and weak points, facing with the difficulties they have in the learning process, striving to overcome these difficulties with the help of language learning strategies gave them more consciousness and apparently helped them to become more autonomous learners.

CHAPTER III

METHODOLOGY

The purpose of the present study was to examine the effects of vocabulary strategy training on vocabulary learning; and to see whether the vocabulary strategy would enhance learner autonomy in vocabulary learning. Following a positivist and interpretivist approach, both quantitative and qualitative methods were used in order to investigate the effects of strategy training on vocabulary learning and learner autonomy.

In order to compare the vocabulary test and learner autonomy questionnaire results, quantitative methods were used. On the other hand, think aloud sessions and pre/ post interviews were analyzed by the help of qualitative analysis.

Specifically speaking, the following questions were addressed in the present study:

- Are there any effects of vocabulary strategy training on vocabulary learning? If so, how?
- Are there any effects of vocabulary strategy training on vocabulary learning autonomy? If so, how?

3.1 Setting

The present study was conducted at Yeditepe University during the second term of 2009-2010. The data was collected in two preparatory classes which were at intermediate level.

3.2 Participants

20 students participated to the present study. These participants were learning English at preparatory school at a private university; they needed English to pursue their academic studies. The age ranking was between 17 and 20. Their English level was diagnosed as intermediate based on the test administered by the university.

3.3 Research Paradigm

Multi method approach was used in the present study in order to strengthen the reliability of the results with a comprehensive multidimensional perspective view (Foster, 1997). There are types of triangulation defined by Denzin (1970), which are as follows:

- Data Triangulation
- Investigator Triangulation
- Theoretical Triangulation
- Methodological Triangulation

In the present research inquiry, methodological triangulation was used. Methodological triangulation refers to the use of more than one method for gathering data. The researcher employed triangulation method as it mixed the use of survey data and vocabulary tests with the insights and information gained from the interviews (Olsen, 2004) The effects of vocabulary strategy training on vocabulary achievement, which is the first research inquiry, were measured with the help of pre and post vocabulary tests, think aloud sessions and post semi-structured interview. The second research inquiry, which is the effects of vocabulary strategy training on learner autonomy, were measured with the help of pre and post learner autonomy questionnaires and post semi structured interviews.

The researcher pursued an interpretivist and positivist approach. Interpretivist approach is based on the assumption that knowledge and meaning are acts of interpretation hence there is no objective knowledge which is independent of thinking, reasoning humans (Schwandt, 1994). Positivist approach, on the other hand, is based on the assumption that external factors –treatments- have effects on everyone and under certain conditions people will probably be affected in a specified way (Voce, 2004).

The researcher had to collect data from different sources in order to address two research questions. The results of the present study cannot be generalized as they are sensitive to the

contexts the main study took place (Voce, 2004). The data for the first research question, which investigated the effects of strategy training on vocabulary learning, came from pre interview, pre and post vocabulary tests and think aloud sessions.

The data for the second research question, which investigated the effects of vocabulary strategy training on learner autonomy, came from pre and post vocabulary tests, pre and post learner autonomy questionnaires and the post focus group interview.

3.4 Sampling

Stratified purposeful sampling was done in the present study as the researcher intended to investigate the effects of the treatment (vocabulary strategy training) in two groups. Their ages, and English levels had to be constant variables so that the effects of vocabulary strategy training on vocabulary learning and learner autonomy could be investigated in a valid way. The preparatory students were picked as there were two intermediate groups available at the university.

3.5 Data Collection Instruments

A multi-method approach was used in order to collect data. Four instruments were employed to answer the research questions: a) Schmitt's Taxonomy of Vocabulary Learning Strategies (1997); b) Focus Group Interview; c) Pre and post vocabulary test; d) Learner Autonomy Questionnaire (adapted from Guven & Sunbul's study, 2007); e) Think aloud protocols. The instruments to collect data in the present research are as follows:

3.5.1 Schmitt's Taxonomy (1997)

The researcher employed Schmitt's taxonomy as a guide for the strategy training. The vocabulary learning strategies claimed to be used by the participants were extracted from the content of the strategy training. The vocabulary learning strategies which were not employed by the students were chosen from the taxonomy and incorporated into the strategy training.

The researcher examined various strategy taxonomies. Schmitt's taxonomy was found to be applicable in different foreign language contexts as it consisted of various social, cognitive, metacognitive and memory strategies in vocabulary learning in order to discover and consolidate words. The taxonomy was comprehensible as it had a logical order of strategies (see Appendix B).

3.5.2 Semi-Structured Focus Group Interview

A semi structured pre interview was chosen as a data collection method (see Appendix A). In a semi-structured interview, the interviewer has some certain guidelines and questions to cover up and s/he is in control of obtaining information but the interviewer is also free to follow new leads as they arise (Bernard, 1988) and free to cover up other issues, expand their views as well. Hitchcock and Hughes (1989, p. 83) describe semi-structured interviews as:

“Semi structured interviews allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses. ... Some kind of balance between the interviewer and the interviewee can develop which can provide room for negotiation, discussion, and expansion of the interviewee's responses.”

The semi structured interview was administered at the outset before the provision of the strategy training to the control and experimental groups to gain insights about the following concepts:

- learners' familiarity with strategy using,
- what strategies learners use in vocabulary learning;
- how sufficient learners find themselves with regard to their vocabulary knowledge;
- learners' expectations from the instructors with regard to vocabulary learning.

Interviews were tape recorded with the consensus of the participants. Interviews were conducted in Turkish in order to eliminate ambiguity and misunderstanding due to lingual issues. The researcher defined what strategies to use in vocabulary strategy training based on

the findings of the interview. The strategies claimed to be used by students were not incorporated in vocabulary strategy training.

3.5.3 Vocabulary Test

A multiple choice vocabulary test designed by the researcher was administered to experimental and control groups in order to identify their vocabulary scores before and after the vocabulary strategy training (see Appendix C). The test consisted of 30 items and each item had five distractors. Both control and experimental groups were given pre and post vocabulary tests in order to measure the effectiveness of the treatment.

3.5.4 Learner Autonomy Questionnaire

A five likert scale with 19 items in order to learn about students' vocabulary learning habits, their efforts and how they view themselves in vocabulary learning is going to given both to control and experimental groups. The questionnaire was conducted in Turkish Language in order to eliminate ambiguity and misunderstanding and to make students feel more secure and comfortable (see Appendix D).

The researcher examined various learner autonomy questionnaire samples designed by different researchers (those which were used in studies by Balcikanlı, 2008; Chang, 2007; Guven & Sunbul, 2007; Naizhao & Yanling, 2004; Sanprasert, 2010). While examining the questionnaires, the researcher took their suitability to the present research inquiry as a basis; the themes in the questionnaire and their adaptability to the present research were also taken into account. The questionnaire used in Chang's study (2007) consisted of 10 items; the items were not related to vocabulary learning and they were not adaptable to my present research inquiry as the items were about learners' engagement in material development, content to be taught, learners' taking part in their assessment. These items were not congruent with the present research's inquiry so it was taken out. The other questionnaire used in Balcikanli's study (2006) was originally developed by Camilleri (1997). The questionnaire consisted of 14

questions. The items were used to gain insights about learners' decision making on classroom management, learning/ homework tasks, timing and pace of the lesson and course content. The items were not related to the present research's inquiry and were not adaptable to items to measure vocabulary learning autonomy.

The learner autonomy questionnaire conducted in Sanprasart's study (2010) was designed by Cotteral (1995). The questionnaire was used to investigate learning habits, self-assessment, learners' opinion on language learning and learners' expectations from their teachers. The items were again not addressing the vocabulary learning autonomy.

The questionnaire used in Naizhoo and Yanling's study (2005) consisted of 2 sections. First section was devoted to learner attitude towards English, learner's goals, their ideas about learner centered classroom, their learning interests and their learning habits. The second section was about learners' opinions about the importance of language skills, the problems they encounter, their goals and their opinions about teachers' and students' roles in classrooms. In the second section, learners were required to give their handwriting comments. The themes present in the questionnaire were unrelated to the present research inquiry except the theme of their learning habits and learning interests. In addition to this, the items in the second section were going to be asked in the focus group interviews therefore they did not need to be in the questionnaire so this questionnaire was also taken out.

The questionnaire developed by Guven and Sunbul (2007) were modified specifically in order to measure learner autonomy in the present study. Guven and Sunbul's research inquiry was to see the relationship between learning styles and learner autonomy therefore the questionnaire items were about learners' willingness to learn a foreign language, their efforts, their capability to learn new subjects, their eagerness to pursue new learning methods and so on.

Güven and Sunbul developed the questionnaire by examining the questionnaire samples used in Karacaoğlu & Çabuk 2002; Sert, 2007's studies. Sert (2007) adopted the questionnaire in order to find about learners' and teachers' views about autonomy. The study aimed to measure the preparedness of teachers and students for the transformation from teacher-led classroom to student dominant style of learning, suggested by the Council of Europe.

Among the questionnaires, the questionnaire designed by Güven and Sunbul (2007) was found to be most appropriate for the research inquiry as the themes were suitable to pursue the present research inquiry. The reliability coefficient was found to be 0.70 by Güven and Sunbul. Items 3, 4, 9, 11, 13, 16 and 19 were extracted as they were not addressing the vocabulary learning autonomy. For instance, item 19 (I would like to prepare the materials to be used in the classes) was taken out as the present research did not try to gain insights about learners' engagement in material choice. 5 new items (item 15, 16, 17, 18 and 19) were added to the questionnaire to gain insights about learners' strategy employing and learners' self-vocabulary learning habits (see appendix D). Remaining 14 questions were adapted to vocabulary learning autonomy.

3.5.5 Think Aloud Protocols

Think aloud protocol was first validated by Ericsson and Simon (1984). They hypothesized that all human learning involves information processing and information processing can be seen as a sequence of internal states successively transformed by a series of information processes (Ericsson and Simon, 1984).

Think aloud protocol has been used in various studies in the literature as a data collection method for various purposes such as identifying and defining the reading strategies of the students (Kayacan, N. 2005); investigating cognitive strategy use of students on reading (Özek, Y. & Civelek, M, 2002); investigating the translation strategies employed by the

students (Ünsalan, G. 1996); investigating the similarities and differences between students' cognitive and metacognitive reading strategies and investigating the effect of strategy instruction on EFL and Turkish Reading Strategies and investigating the reading attitudes (Salatacı, R. 1997).

In the study conducted by Salatacı (1997), the students received an orientation for the think-aloud protocols. This orientation covered 5 steps as follows:

- asking the students to describe their steps while performing a task;
- the researcher's explanation of the think-aloud process;
- the researcher's modeling the think-aloud process and verbalizing her thoughts;
- the students' verbalizing their thoughts;
- the students' reading and thinking aloud in English and thinking aloud in their native language and English.

The actual think-aloud task required the participants thinking aloud in English and in their native language while reading English texts.

Think aloud protocols was chosen as a data collection method in the present study in order to identify and define the strategies the learners were employing in order to learn and remember the target words as one of the greatest strength of think-aloud method is that data the process of strategy use can be obtained through the use of this method (Hinkel, 2005); and think aloud protocols serves as a very effective tool to understand the mental processing of the learners, as also stated by other researchers (Chamot, 2005; Cohen et al., 1998; Hinkel, 2005).

Think-aloud protocols were conducted with the students in control and experimental groups in order to see the effectiveness of the treatment 'strategy training' by comparing the results in two groups. This instrument was chosen due to the fact that it allowed the researcher

to see the cognitive processes of the participants (Ericsson, 2002) while they were trying to remember 'how they remember the words' so that the researcher could see the strategies used by the learners in order to learn and remember the words.

3.6 Procedure

3.6. 1 Procedure of the Pilot Study

Piloting was carried out before the actual research in order to examine certain issues related research methodology, such as the reliability of the learner autonomy questionnaire and pre - post tests, training of the researcher for strategy training and think aloud protocols. The piloting study lasted one week. Stratified purposeful sampling was done. 10 Intermediate students were chosen as the participants of the main study were also at intermediate level. The researcher conducted a pre interview in the control and the experimental groups before the strategy training took place in order to gain insights about the following concepts:

- learners' familiarity with strategy using,
- what strategies learners use in vocabulary learning;
- how sufficient learners find themselves with regard to their vocabulary knowledge;
- learners' expectations from the instructors with regard to vocabulary learning.

The pre learner autonomy questionnaire and a pre vocabulary test were administered before the vocabulary strategy training. The participants received one week strategy training. In the strategy training, the researcher modeled 10 different vocabulary learning strategies (Schmitt's Vocabulary Learning Strategies Taxonomy, 1997) and the learners learned 10 words by the help of these strategies. 2 days after the vocabulary strategy training, the researcher conducted think aloud protocols to investigate if the participants learned the target words and how they learned / remembered the words. The reliability of the learning autonomy questionnaire was also measured before the actual took place.

3.7 Procedure for Collecting Data for the Main Study for the First Research Question

Research Question 1:

“Are there any effects of vocabulary strategy training on vocabulary learning? If so, how?”

The first research question aimed to investigate the effects of vocabulary strategy training on vocabulary learning. The researcher used Schmitt’s taxonomy, pre focus group interview results, think aloud protocol results and pre/ post vocabulary test results in order to obtain data for the first research question. The procedure of the present study will be presented step by step for the experimental and the control group.

3.7.1 The Procedure in the Experimental Group

3.7.1.1 The Implementation of the Pre Focus Group Interview

Firstly, the researcher conducted a semi-structured pre interview with the students in the control and the experimental groups to make sure the students were not familiar with strategy using due to reliability concerns (see appendix A). Based on these results, the researcher extracted the strategies used by the experimental group participants and did not incorporate these strategies into the strategy training. The pre interviews were aimed to gain insights about the following issues:

- learners’ familiarity with strategy using,
- what strategies learners use in vocabulary learning;
- how sufficient learners find themselves with regard to their vocabulary knowledge;
- learners' expectations from the instructors with regard to vocabulary learning.

3.7.1.2 The Implementation of the Pre Vocabulary Test

Pre vocabulary test was given two days after the pre focus group interview. The pre vocabulary test was administered before the strategy training took place. The test consisted of 30 questions and learners were given 30 minutes to complete the vocabulary test (see Appendix C).

3.7.1.3 The Design and Implementation of Vocabulary Strategy Training

The target words used in the vocabulary strategy training (see Appendix E) were taken from the syllabus of the participants to ensure that these words were suitable for the students' level. The course materials and the syllabus were taken into consideration while determining the target words. They were mainly taken from the vocabulary and reading sections of their course materials.

Purposeful sampling was done to choose the target words as to ensure the words would match with the strategies. For instance, in order to teach *analyze affix and roots strategy*, a word with an affix should be chosen. The strategies were chosen from Schmitt's vocabulary learning strategies taxonomy (1997).

Strategy training was conducted for 3 weeks and ten target words were chosen for each week. The training session lasted for 70 minutes each week. Cohen's steps for designing strategy training (which was largely based on Oxford's suggestions) and Pearson and Dole's steps (1987) were taken into consideration while designing and implementing the vocabulary strategy instruction. These six steps proposed by two different researchers were adapted to the present study as follows:

- Determine learners' needs and the resources available for training (Cohen, 1998)
- Select the strategies to be taught (Cohen, 1998)
- Prepare the materials and activities (Cohen, 1998)

- Initial modeling of the strategy by the teacher, with direct explanation of the strategy' use and importance (Pearson and Dole, 1987)
- Guided Practice with the Strategy (Pearson and Dole, 1987)
- Independent Practice with the Strategy (Pearson and Dole, 1987)

3.7.1.3.1. Determining learners' needs and the resources available for training:

The target lexical items (see Appendix E) were taken from the course materials of the syllabus of the participating students, as mentioned earlier. This helped the researcher to ensure that students' needs were taken into consideration and suitable resources could be found for the implementation of the strategy training.

3.7.1.3.2 Selecting the strategies to be taught:

The strategies (namely "*analyzing part of speech*", "*analyzing affixes and roots*", "*checking for LI cognate*", "*guessing from textual context*", "*monolingual dictionaries*", "*asking classmates for meaning*", "*discovering new meaning through group work activity*", "*peg method*", "*image*", "*verbal repetition*") were modeled and practiced in the vocabulary strategy training sessions. These strategies were selected based on the taxonomy of vocabulary learning strategies (Schmitt, 1997) and the results of the pre interviews conducted with the control and experimental group students.

3.7.1.3.3. Preparing the materials and activities:

Various materials and activities were prepared based on the strategies to be taught for the target words.

3.7.1.3.4. Initial modeling of the strategy by the teacher, with direct explanation of the strategy' use and importance

The researcher first explained the use and the importance of the strategy to the learners. The researcher told the students in which cases they can use the strategy, and with the participants contributing to the training session, the benefits of using that strategy were mentioned. The

researcher modeled the use of the target strategy on a vocabulary item. This phase lasted for 2 minute.

3.7.1.3.5. Guided practice with the strategy

At this phase, the students worked on the target word with the strategy they had just been introduced. The students tried to employ the strategy to learn the target word and the researcher helped out the students with employing the strategy. This phase lasted for 3 minutes.

As an example, the researcher used a poem to practice the strategy ‘guess from textual context’. The target word was ‘*moral*’. The students were given a poem written on ‘the morals’ as follows:

“There are some Things, you ought to know:
Please don’t take Risks; just act your Age,
It’s Common Sense, you must engage;
When Birding, do not go alone,
Make sure you’ve always got your Phone;
Most Heads and Boulders do not mix,
Some Things a Doctor cannot fix;
We’re fragile Folks, still Flesh and Bone,
So stay off Jetties made of Stone;
Oh yes, I’ve really learned a lot,
And yes, I also got the Shot!”

The students were asked to guess and learn the word’s (moral) meaning with the help of the contextual clues provided in the poem.

3.7.1.3.6 Independent practice with the strategy

The students were given other words at this phase. They were required to use the introduced strategy with these words. This phase might also be considered as the consolidation phase. This phase lasted 2 minutes.

3.7.1.4 The Think Aloud Protocol Sessions

In the first vocabulary strategy training sessions, the experimental group students were trained on think aloud protocols; the control groups were trained after the pre interviews were conducted as well. After each strategy training session, the researcher made appointments with the students for the think aloud procedure. Three days later after each strategy training session, think aloud protocols were administered and tape-recorded with the consensus of the students. During the think-aloud procedure, the researcher showed the students the list of the target words. The think aloud sessions were conducted by the help of a chart prepared by the researcher (see Appendix F). On this chart, all the student names, the target words and the modeled strategies were written and the researcher took notes during the sessions. The participants were given approximately 40 seconds for each question. Think aloud procedure for each participant lasted 4 to 5 minutes. The researcher asked the asked the following questions:

1. Do you remember this word?
2. How do you remember this word?

The learners were asked to think aloud while answering the second question “how they remember the word”. The participants were given some prompts as to investigate the strategy being used. When a participant knew the meaning of the target word but could not remember how, the researcher asked that participant to elaborate on the word in a deeper way and asked questions such as ‘What does the word remind you of’; ‘Which ideas come to your mind?’ ‘Are there any visual images or sound associations that come to your mind regarding this word?’ and so on. The reason to do that was to investigate what strategy the learner used in learning and/ or remembering the word.

For instance, one student indicated she knew the meaning of ‘infirmary’ but she could not remember how. The researcher asked the participant if the word ‘infirmary’ reminded her

of anything else. Then the participant was able to come up with the word ‘infection’. Afterwards, the situation was clearer for the student and she was able to say that she learned the word infirmary with the help of the word ‘infection’.

3.7.1.5 Implementation of the Post Vocabulary Tests

The experimental group was given a post vocabulary test one week after the strategy training ended in order to see the effects of vocabulary strategy training on vocabulary learning achievement (see Appendix C).

3.7.2 The Procedure in the Control Group

The control group was provided with a list of the same vocabulary items each week; they were assigned to study these vocabulary items on their own. Each week, the researcher conducted think aloud protocols. The control group did not receive any strategy training. At the end of the three week period, they also received the same vocabulary test as the experimental group did.

During the think-aloud procedure, learners were asked to think aloud when answering the second question (How do you remember the word?). The think aloud procedure was applied in the same way it was applied with the students in the experimental group. With the help of *think aloud*, the researcher was able to understand whether the learners learned the target words and what strategies they were employing in order to learn/ remember these words.

In the fourth phase, students were given a post questionnaire and vocabulary test in order to see the difference of strategy training in vocabulary learning and learner autonomy.

In the final phase, focus group interviews were administered in order to see more insights about learners’ opinions on the benefits of the strategy training and their strategy use.

3.8 Procedure for Collecting Data for the Main Study for the Second Research Question

Research Question 2:

“Are there any effects of vocabulary strategy training on vocabulary learning autonomy? If so, how?”

The researcher administered a pre-learner autonomy questionnaire (adapted from Guven & Sunbul, 2007) to the students in both groups before the strategy training session took place.

The control group receiving no vocabulary strategy training was given a post learner autonomy questionnaire after 3 weeks.

Pre and post vocabulary test results, think aloud protocol results, learner autonomy questionnaires and post focus group interview results were utilized in order to obtain data for the second research question.

3.8.1 The Experimental Group

The researcher conducted the post learner autonomy questionnaire after they received strategy training for 3 weeks in order to see whether strategy training increased learner autonomy or not.

3.8.2 The Control Group

The researcher conducted the post learner autonomy questionnaire in the control group in order to compare the results of the two groups.

The phases of the study are shown in Figure 1.

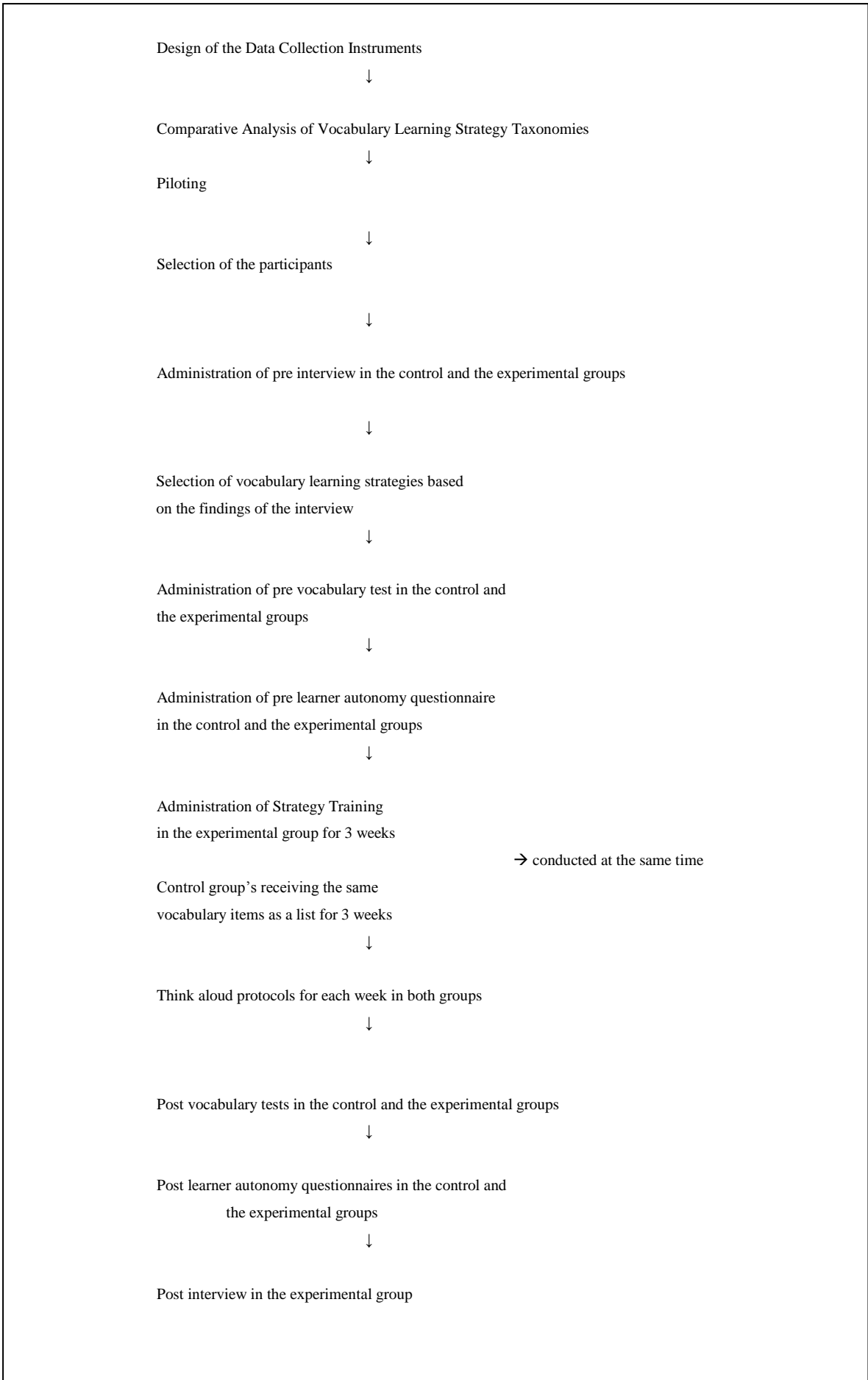


Figure 1. The phases of the study

3.9 Data Analysis

3.9.1 The Effects of Strategy Training on Vocabulary Learning (Research Question 1)

In order to answer the first research question, the effects of strategy training on vocabulary learning, the quantitative data obtained from the pre/post vocabulary tests were analyzed by using the SPSS 17.0 Version. The pre and post vocabulary test results within the same group were analyzed by means of Wilcoxon Signed Ranks Test and Mann Whitney U test. Due to the small size of the groups, Wilcoxon Signed Ranks Test - the nonparametric alternative for paired sample t-test- and Mann Whitney U Test - the nonparametric alternative for the independent sample test - were chosen (see table 2).

The qualitative data obtained from the pre interview and think aloud protocols results were analyzed by means of pattern coding (see table 2). While analyzing the semi-structured pre interviews by the help of the pattern coding strategy, the researcher transcribed the recordings. The pattern coding was conducted based on the pre-determined categories defined by Schmitt (1997). The findings were narrowed down and core concepts were identified. The intra-reliability of the pre-interview was calculated as α 0,83. The inter-reliability was calculated as α 0,72 (Van Der Mars, 1989).

The think aloud sessions were conducted with every single participant in the control and the experimental groups. The researcher provided the participants with a list of the target words and asked whether they knew the meaning of the word or not. When the participants indicated they knew the word, the researcher asked how they remembered/ learned this word. Prompts were given in order to see what was going on in the student's head. By having access to the inside of the students' minds, the researcher was able to understand what strategy they employed in order to learn/ remember the target vocabulary item.

3.9.2 The Effects of Vocabulary Strategy Training on Learner Autonomy (Research Question 2)

The quantitative data collected by pre and post vocabulary tests and pre and post learner autonomy questionnaires was analyzed using the SPSS 17.0 Version. The difference between pre and post vocabulary tests and pre and post learner autonomy questionnaires within the group were analyzed by means of Wilcoxon Signed Ranks Test; Mann Whitney U test was used in order to compare the results of the vocabulary tests between groups. The comparison of the learner autonomy questionnaire results within the group was analyzed by means of Wilcoxon Signed Ranks Test. The learner autonomy questionnaire results between the control and experimental group were analyzed by means of Mann Whitney U test (see table 2). The reliability of the learning autonomy questionnaire was measured in the pilot study before the actual training took place. The reliability alpha was found to be ,906.

The qualitative data collected by post interviews were analyzed by pattern coding. The intra-reliability alpha was calculated as 0,8; the inter-reliability alpha was calculated as 0,75 (based on the formula for inter and intra reliability proposed by Van Der Mars, 1989).

Summary

In the present methodology chapter, the phases of the present study have been presented in detail. The instruments used during the process of the main study and the related data analysis are summarized in table 2. The overview of qualitative and quantitative analysis steps is shown in figure 2 and 3.

Research Questions	Instruments	Data Analysis
<p>Are there any effects of vocabulary strategy training on vocabulary learning? If so, how?</p>	<p>(1) Schmitt's Taxonomy of Vocabulary Learning Strategies (1997);</p> <p>(2) Pre and Post Focus Group Interviews;</p> <p>(3) Think Aloud Protocol Sessions;</p> <p>(4) Pre and Post vocabulary tests.</p>	<p>Comparative Analysis</p> <p>Pattern Coding</p> <p>Pattern Coding</p> <p>Mann Whitney U Test (non-parametric)</p> <p>Wilcoxon Signed Ranks Test (non-parametric)</p>
<p>Are there any effects of vocabulary strategy training on vocabulary learning autonomy? If so, how?</p>	<p>(1) Pre and Post Learner Autonomy Questionnaires (adapted from Guven & Sunbul, 2007);</p> <p>(2) Post Focus Group Interview.</p>	<p>Wilcoxon Signed Ranks Test (non-parametric)</p> <p>Mann Whitney U Test (non-parametric)</p> <p>Pattern Coding</p>

Table 2. Overview of the research questions, instruments and data analysis

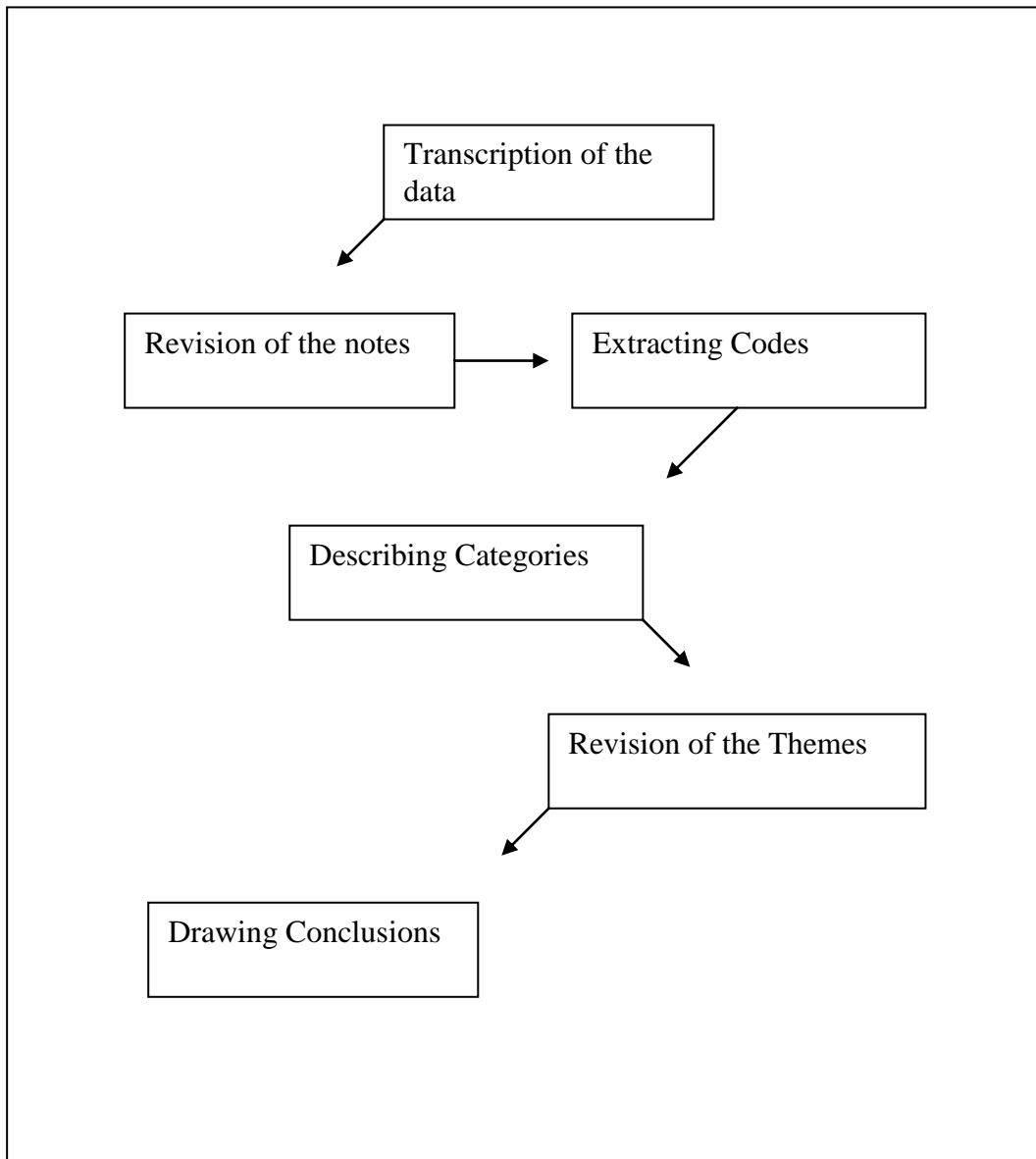


Figure 2. *Overview of the qualitative data analysis process*

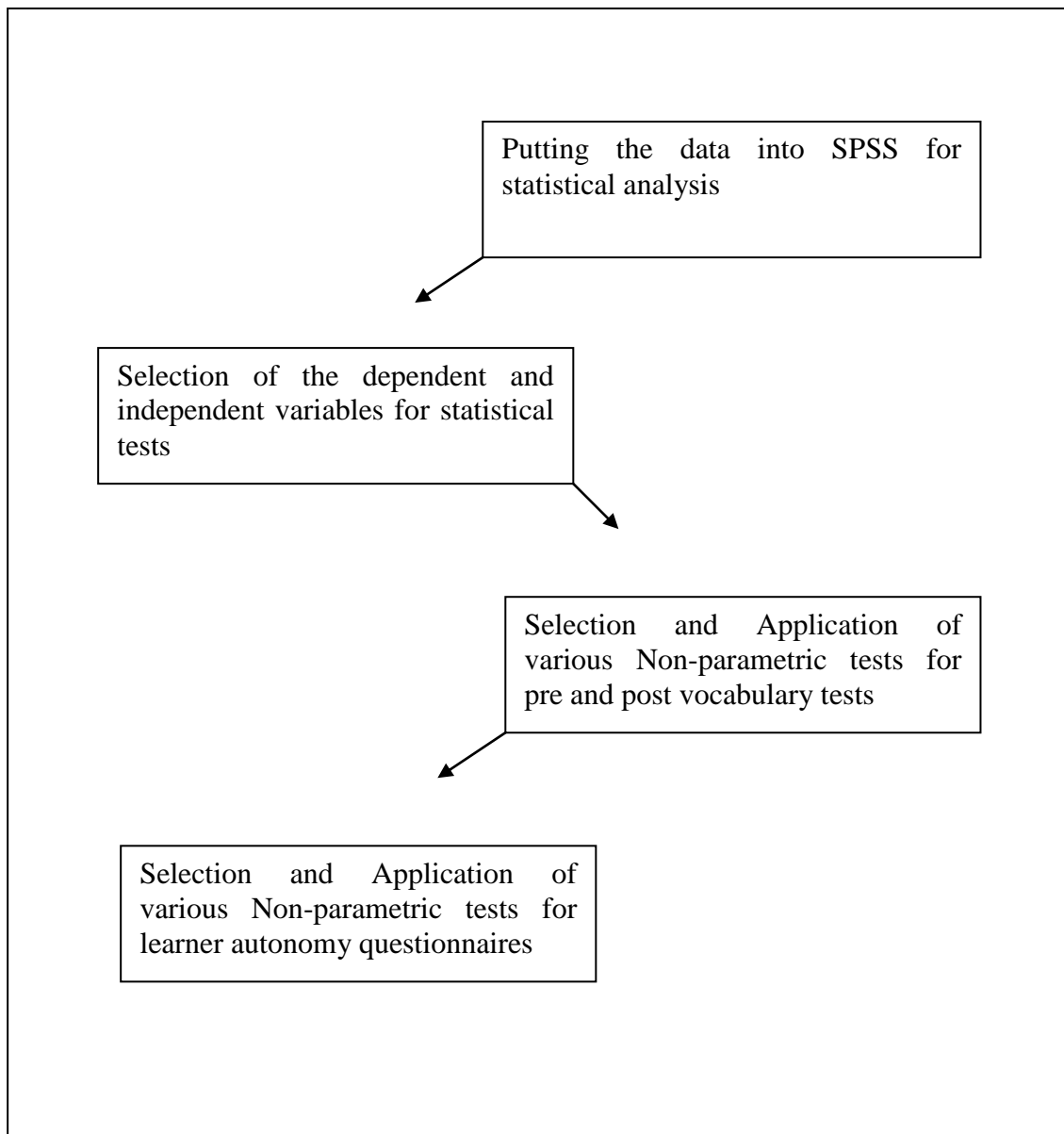


Figure 3. *Overview of the quantitative data analysis process*

CHAPTER IV

4. RESULTS AND ANALYSIS

The quantitative analysis of the data collected by the help of a) the pre/ post vocabulary tests b) the pre/ post learner autonomy questionnaire; and the qualitative analysis of the data collected by the help of a) pre/ post interviews; and b) think aloud protocols are respectively presented in this chapter.

The results are presented following the order of the research questions.

Research Question 1:

Are there any effects of vocabulary strategy training on vocabulary learning? If so, how?

Research Question 2:

Are there any effects of vocabulary strategy training on vocabulary learning autonomy? If so, how?

4.1 Findings Related to Research Question 1

In order to examine the effectiveness of the VST on vocabulary learning and vocabulary learning autonomy, the data collected through vocabulary tests and learner autonomy questionnaires was analyzed using inferential statistics. Non parametric statistics were used to analyze the data. SPSS (Version 17) was used in this analysis.

4.1.1 Pre and Post Vocabulary Test Results Between the Experimental and the Control Groups

Inferential statistics was used to measure the mean difference between the control and experimental group. A Mann-Whitney U Test was conducted to examine the differences in terms of pre-vocabulary and post-vocabulary scores (see table 3).

Table 3

The difference in the pre and post vocabulary exam scores between the control and the experimental group.

Mann-Whitney Test

Ranks

	GROUP	N	Mean Rank	Sum of Ranks
PREVOBAB	control	9	10,83	97,50
	experimental	10	9,25	92,50
	Total	19		
POSTVOCA	control	9	5,83	52,50
	experimental	10	13,75	137,50
	Total	19		

Test Statistics^b

	PREVOBAB	POSTVOCA
Mann-Whitney U	37,500	7,500
Wilcoxon W	92,500	52,500
Z	-,619	-3,073
Asymp. Sig. (2-tailed)	,536	,002
Exact Sig. [2*(1-tailed Sig.)]	,549 ^a	,001 ^a

a. Not corrected for ties.

b. Grouping Variable: GROUP

Results of the Mann-Whitney U Test (non-parametric) demonstrated that there was no statistically significant difference in pre-vocabulary test scores between the control and the experimental group (mean rank of the control group in pre-vocabulary test =10,83, mean rank of the experimental group = 9, 25). Vocabulary scores of the control group (M= 11,1111, SD=4,04) were similar to the experimental group (M=10,10, SD=4,09) in pre test. However, statistically significant difference was found in post test vocabulary scores between control and experimental group, (z=-3,07, p=.002). post test vocabulary scores of the control group (M=11,22, SD=4,71) was significantly lower than the post vocabulary scores of the experimental group (M=22,1, SD=6,6).

4.1.2 Pre and Post Vocabulary Test Results within the Experimental and the Control Groups

Statistical analysis was used in order to analyze the pre and post vocabulary tests. The difference between the pre and post vocabulary scores within the control and the experimental group was explored by conducting Wilcoxon Signed Ranks Test (see table 4)

Table 4

The difference between the pre and post vocabulary scores within the control and the experimental group.

Wilcoxon Signed Ranks Test

		Ranks			
GROUP			N	Mean Rank	Sum of Ranks
control	POSTVOCA - PREVOCAB	Negative Ranks	4 ^a	4,00	16,00
		Positive Ranks	4 ^b	5,00	20,00
		Ties	1 ^c		
		Total	9		
experimental	POSTVOCA - PREVOCAB	Negative Ranks	1 ^a	1,50	1,50
		Positive Ranks	9 ^b	5,94	53,50
		Ties	0 ^c		
		Total	10		

a. POSTVOCA < PREVOCAB

b. POSTVOCA > PREVOCAB

c. POSTVOCA = PREVOCAB

Test Statistics^b

GROUP		POSTVOCA - PREVOCAB
control	Z	-,289 ^a
	Asymp. Sig. (2-tailed)	,773
experimental	Z	-2,657 ^a
	Asymp. Sig. (2-tailed)	,008

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The results of the Wilcoxon Signed Ranks Test revealed statistically no significant difference between pre-test and post-test vocabulary scores of the control group ($z=-,289$, $p=,773$). The pre-vocabulary test ($M= 11.11$, $SD= 4.04$) and the post-vocabulary test ($M= 11.22$, $SD= 4.71$) scores of the control group were similar. On the contrary, analysis of the results demonstrated statistically significant difference between pre-test and post-test vocabulary scores of the

experimental group, $z=-2.66$, $p=.008$. Post-test vocabulary scores of the experimental group ($M= 22.10$, $SD= 6.67$) were significantly higher than the pre-test vocabulary scores ($M= 10.10$, $SD= 4.09$).

4.2 Results of the Think Aloud Protocol

The think aloud protocol sessions that lasted for 3 weeks were conducted by every single participant in the experimental and the control groups. The sessions were recorded and then transcribed. The transcriptions were analyzed by using content analysis & pattern coding. The researcher identified the similar patterns reported by the subjects. The patterns were then categorized and reported in tables. The findings revealed the vocabulary learning strategies used by the subjects in order to remember and learn the target words.

The following tables (table 5 and 6) provide the frequency of the strategies used by the subjects week by week in the experimental and the control group students. The experimental group students were noted to use many vocabulary learning strategies while learning the target words. Control group students, on the other hand, did not show a high amount of strategy use.

Table 5 *The number of the strategies used by the participants of the experimental group in three weeks*

STRATEGIES										
	part of speech	affixes and roots	L1 cognate	textual context	monolingual dictionary	pair work	group work	peg method	verbal repetition	image
WEEK 1	7	9	8	5	8	9	6	8	7	7
WEEK 2	10	8	12	4	6	9	4	9	9	9
WEEK 3	6	4	13	4	5	7	5	6	1	8
TOTAL	23	21	33	13	19	25	15	23	17	24

Table 6 *The number of the strategies used by the participants of the control group in three weeks*

STRATEGIES										
	part of speech	affixes and roots	L1 cognate	textual context	monolingual dictionary	pair work	group work	peg method	verbal repetition	image
WEEK 1	2	2	7	1	0	0	0	2	1	0
WEEK 2	2	2	3	2	0	0	0	0	2	1
WEEK 3	1	1	1	0	0	0	0	0	1	2
TOTAL	5	5	11	3	0	0	0	2	4	3

4.3 Pre-Interview Results

The pre-interviews were conducted with the control and experimental groups before the strategy training took place. The interviews were tape-recorded and transcribed. They were analyzed using content analysis, pattern coding, intra & inter reliability analysis. When analyzing interviews, intra reliability was ensured with the analysis of the recordings two different times. Inter reliability, on the other hand, was ensured by another researcher's analysis of the collected data. The analysis of the semi-structured interview revealed some codes that are significant to find insights about the following issues:

- How competent the learners find themselves with regard to their vocabulary learning;
- What strategies the students used in order to learn vocabulary;
- The types of vocabulary items that the students have trouble with

These categories are explained as follows.

Regarding how sufficient the learners find themselves with regard to their vocabulary size, out of ten participants, only one student in the experimental group indicated that he found himself competent with regard to vocabulary learning. He stated his vocabulary knowledge was good enough to catch up with the requirements of his academic studies. On the other hand, he indicated that he needed to improve his vocabulary knowledge. The remaining nine students indicated that they were not competent in this area; and lacking of vocabulary items that will help them to meet the requirements of their courses. Similarly, only two students in the control group indicated that they found their vocabulary knowledge sufficient. The remaining eight students said that their vocabulary knowledge was sufficient before the YGS (University entrance exam in Turkey for language students) as they were doing regular practice on vocabulary items to prepare for the exam. There was a general consensus among

the ten participants in the control group on the fact that they do not study as much as they did before. One student stated:

“I got tired studying for the exam for 1 year. 1 year is a long time! Now I feel like I have given up on learning new words since I have been enrolled in the department I want to be in”.

Regarding the strategies used by the learners in order to discover and consolidate vocabulary items, all of the ten participants indicated that they were aware of the vocabulary learning strategies to a certain extent before the experiment took place. The strategies reported to be used by the participants are presented in table 7. The numbers in the parentheses refer to the number of the participants who employ the particular vocabulary learning strategy.

Table 7

The List of the Vocabulary Learning Strategies used by the Learners

What strategies the students used in order to learn vocabulary	Experimental Group	Control Group
Learning from songs and films	5	
Translating the target word to L1 and creating wordlists	4	1
Connecting the word to a personal experience	4	3
Using cognates in study		4
Image		3
Study the sound of the word	1	
Continue to study over time	1	1
Using English-language media	2	
Testing oneself with word tests	1	

Keeping a vocabulary notebook		1
Connect the word to its antonyms and synonyms		1
Written repetition		1
Affixes and roots		1

Half of the participants in the experimental group reported that songs and films provided great opportunities to learn vocabulary and they said they associated the vocabulary items with those films or songs. On the other hand, none of the participants in the control group reported familiarity with this strategy. Translation and connecting the words to a personal experience also were reported to be frequently used in the experimental and the control groups. Three students in the experimental group reported that words that are similar to their L1, which is Turkish, are the words that they can learn quickly compared with the other words. One of the students in the experimental group reported to use a metacognitive strategy ‘continue to study over time’, but only when he encounters the word in a context. Interestingly, one student indicated that computer games played an important role for him in learning English. The other interesting thing that came up was another metacognitive strategy ‘use L2 media, testing oneself with word test’. The student said that was a great help to him to learn and recall the vocabulary items he was aiming to learn.

Connecting the words to a personal experience was a familiar strategy for both of the groups.

One student in the control group stated:

“I learned the word ‘enemy’ by associating it to a girl who was really jealous of me and so hated me. Still, whenever I think of this word, I remember that girl”.

Regarding the types of vocabulary items students have difficulty, all of the ten participants in both groups stated that they found it very difficult to learn and use phrasal verbs; six of them in the experimental group had a difficulty in understanding, learning and using idioms. Two students in the control group also stated to have a difficulty in learning and remembering idioms. One student stated:

“I have a very big problem with phrasal verbs. It seems impossible to me to learn all the phrasal verbs of ‘put’, for instance. There are so many of them that you cannot count. In YGS (the university entrance exam for language students), I also had a problem with phrasal verbs as well.”

Two students in the experimental group also indicated that they had trouble with using and differentiating the words that have similar spelling and/or pronunciation. One of them stated:

“I always have difficulty in understanding the words, which are similar. For example, ‘lie’ and ‘lay’. I think, I have never used the past forms correctly. And I guess I will never be able to do that”.

The types of vocabulary items students find difficult to learn and use are demonstrated in table 8.

Table 8.

The Problematic Types Of Vocabulary Items for the experimental group participants

The types of vocabulary items students have difficulty in	The experimental group	The control group
Phrasal Verbs	10	10
Idioms	6	2
The words that have similar spelling and/or pronunciation	2	

4.4 Findings Related to Research Question 2

The results of the questionnaires and focus group interviews were analyzed using quantitative and qualitative methods.

4.4.1 The Autonomy Scores between the Control and Experimental Groups

A non-parametric independent sample t-test (Mann Whitney U test) was used due to small number of the subjects present in the research. By the help of Mann Whitney U Test the autonomy scores of the control and the experimental group in pre and post tests were analyzed. The analysis revealed no significant difference in the pre- autonomy scores in the control (Md = 3.95) and the experimental group (Md = 3.79). Similarly, the analysis revealed no significant difference in the post-autonomy test scores between the control group (Md = 3.74) and the experimental group (Md = 3.87). The comparison of the autonomy scores between the groups are demonstrated in table 9.

Table 9. *The Results of the Mann Whitney U Test showing the difference between the groups in pre and post learner autonomy questionnaires.*

Ranks				
group	N	Mean Rank	Sum of Ranks	
preautmean	control	9	11.17	100.50
	experimental	10	8.95	89.50
	Total	19		
postautmean	control	9	9.44	85.00
	experimental	10	10.50	105.00
	Total	19		

Test Statistics ^b		
	preautmean	postautmean
Mann-Whitney U	34.500	40.000
Wilcoxon W	89.500	85.000
Z	-.861	-.409
Asymp. Sig. (2-tailed)	.389	.682
Exact Sig. [2*(1-tailed Sig.)]	.400 ^a	.720 ^a

a. Not corrected for ties.

b. Grouping Variable: group

4.4.2 The Autonomy Scores within the Control and Experimental Groups

A paired samples t-test (Wilcoxon Signed Ranks Test) was conducted in order to evaluate the impact of the strategy training on students' learner autonomy scores within the same groups. There was statistically no significant difference between the pre (M = 3.95, SD) and post autonomy scores (Md = 3,74) in the control group. However, a difference between the pre (Md = 3.79) and the post autonomy scores (Md = 3.87) in the experimental group was obtained, although it was not very significant. The comparison of the learner autonomy scores within the control and the experimental group are demonstrated in table 10.

Table 10. *The Results of the Wilcoxon Signed Ranks Test showing the difference within the groups in pre and post learner autonomy questionnaires.*

group		N	Percentiles		
			25th	50th (Median)	75th
control	preautmean	9	3.5789	3.9474	4.0526
	postautmean	9	3.4211	3.7368	4.1053
experimental	preautmean	10	3.3158	3.7895	4.0132
	postautmean	10	3.5263	3.8684	4.0921

group		postautmean - preautmean
control	Z	-.676 ^a
	Asymp. Sig. (2-tailed)	.499
experimental	Z	-.510 ^b
	Asymp. Sig. (2-tailed)	.610

a. Based on positive ranks.

b. Based on negative ranks.

c. Wilcoxon Signed Ranks Test

4.5 Post Interview Results

The post focus group interview conducted with the experimental group students was aiming to gain insights about in what ways the strategy training helped the students. The findings regarding the contributions of the intervention can be categorized under five headings, which are as follows:

- feeling more secure with vocabulary learning;
- raised awareness;

- learners' improving their problem solving skills;
- determining the direction of their own learning;
- more engagement in their lessons.

With regards to feeling more secure with vocabulary learning, there was a general consensus among the participants on the effectiveness of the strategy training to make them feel more secure with vocabulary learning. Most of the participants indicated that discovering new ways to learn new words made them feel more optimistic and confident in vocabulary learning. Two of the participants indicated that the vocabulary strategy training made them realize that they could actually solve their problems in learning and remembering vocabulary items. This, as they reported, brought them confidence in their vocabulary learning process.

With regards to learners' improving their problem solving skills, the findings revealed that the more responsible the participants felt, the more awareness they had in their vocabulary learning process and vice versa. All the participants tended to agree that they were responsible for their own vocabulary learning process and achievement. One participant indicated that she felt responsible for her vocabulary knowledge after the strategy training considering the fact that she could learn and remember the target words when she tried to do so. Another participant stated that the strategy training made him realize that he needs to learn more words.

Since the participants came to understand their responsibility in the learning process, they began to realize that they had a lack of the vocabulary items. As one student indicated:

“After the training, I began to look at the reading passages in a more critical way and realized that I did not know some words I was supposed to know. In a way, I can say this made me realize that I should improve my vocabulary knowledge. And I will work on it”.

With regards to determining the direction of their own learning, all the students agreed that they were trying to learn some new words they encountered in their lessons with the help of using the modeled strategies. They indicated that they wanted to use the strategies they learned for future words as well.

With regards to more engagement in their lessons, three participants also reported that they felt as if they were a part of the classroom. One participant said:

“Putting some effort and spending my time on the activities, I felt more engaged in the lesson. I felt like I was a part of the classroom”.

CHAPTER V

DISCUSSION AND CONCLUSION

The present study had two purposes. The first purpose was to investigate the effectiveness of vocabulary strategy training on vocabulary learning achievement and the second purpose was to investigate the effectiveness of vocabulary strategy training on learner autonomy.

The underlying reason that has urged the researcher to conduct the present research has emerged from the teaching experience and observations of the researcher. The students, who aimed to pursue an academic career in English language frequently stated that they suffered from their inadequacy in vocabulary learning and failed in comprehending and using new words. They stated that they were competent in grammar, but their lack of vocabulary knowledge retarded them in grammar, reading, listening, writing and speaking. The students stated that vocabulary knowledge seemed vital as they all wanted to be competent in all these mentioned areas in their academic lives and in proficiency exams such as TEOFL, IELTS and so on.

The findings of the present study are important in two aspects: theoretically and methodologically.

With regard to the theoretical aspect, the researcher had two assumptions. Firstly, it was hypothesized in the present study that through vocabulary strategy training learners would become higher achievers in vocabulary learning since they would be able to employ the strategies they were trained for in the strategy training sessions. Secondly, it was believed that the vocabulary strategy training students received would enhance their learner autonomy since they would feel more responsible for their own learning process (Omaggio, 1978; Dickinson, 1993; Hedge, 2000; Voller, 1997 and many other researchers).

Methodologically, the researcher found that the use of different data collection methods had a lot of advantages in terms of providing valuable results and complementing each other with their methodological strengths. In the following section, these advantages will be discussed according to research questions of the present study.

In relation to the first research question; namely, “*Are there any effects of vocabulary strategy training on vocabulary learning? If so, how?*” findings showed a statistically significant effect of vocabulary strategy training on vocabulary learning autonomy.

The researcher made use of pre and post vocabulary tests, pre and post group interview results and think aloud protocol results in order to see the effects of the treatment on vocabulary learning achievement.

The pre interview results helped the researcher to draw a picture of the participants’ strategy choices in detail, and to decide on the design of the strategy training.

After the implementation of the vocabulary strategy training sessions, the comparison of the results of the pre and post vocabulary tests allowed the researcher to see the effectiveness of strategy training in terms of vocabulary learning achievement. The post vocabulary test scores of the experimental group students, who received vocabulary strategy training, outperformed the scores of the control group students who received no special treatment, which shows that vocabulary strategy training sessions contributed to this success of experimental group students.

The think aloud protocols, conducted with the control and experimental groups in the present study, served as a very effective tool to understand the mental processing of the learners, type of the strategies the students employed to recall and learn the target words. The results of the think aloud protocols indicated a high use of vocabulary learning strategies by the experimental group students. The experimental group students used these strategies successfully to learn the target words. In some cases, the students were noted to use more than

one strategy, which may be a result of the students' awareness of the importance of vocabulary learning (Schmitt, 1997). The control group students, on the other hand, were not able learn most of the target words and the results did not indicate a high strategy use among these students.

Post focus group interviews conducted with the experimental group students provided the researcher with a clear picture of the effects of the strategy training on vocabulary learning achievement. All the students in the experimental group stated that they wanted to use all the vocabulary learning strategies in their future learning.

The results of the think aloud protocols, which showed a high use of vocabulary learning strategies concurs with the results of the post vocabulary test scores, which showed a significant effect of vocabulary strategy training. The results of the post interview, which revealed students' commitment and eagerness to use vocabulary learning strategies for their future learning, are also parallel with the findings of think aloud protocols and vocabulary tests as well. In other words, the qualitative and quantitative results related to the first research question complement each other.

In relation to the second research question; namely, "*Are there any effects of vocabulary strategy training on vocabulary learning autonomy? If so, how?*", the results showed that vocabulary strategy training had an impact on learner autonomy, though very significant results were not obtained.

The researcher made use of pre and post vocabulary learning questionnaires and post group interview results in order to investigate the effects of the treatment on vocabulary learning autonomy.

The vocabulary learning questionnaires used in the present study had contributions in terms of methodological and theoretical aspects. With regard to the methodological aspect, a questionnaire was chosen as a data collection method considering its advantages, which are

objectivity – as the responses are collected in a standardized way and its quickness to collect data. A Structured - non disguised questionnaire was used in the present study. It was a structured one as the questionnaire items were arranged in a pre order before they were administered and non disguised as the participating students were told about the purpose of the study before the implementation. The learner autonomy questionnaire was designed by Guven & Sunbul (2007). It was considered that every single item in the questionnaire should be justified by stating its purpose as all the items in the questionnaire should be designed so as to measure things the researcher intends to investigate. If the researcher cannot come up with a good rationale, then that item should be dropped. That is the reason why some of the items in the version developed by Guven & Sunbul (2007) were dropped and some other items were added to the questionnaire to serve the research questions. Due to these factors, use of questionnaires was useful in terms of measuring learner autonomy.

With regard to the theoretical aspect, questionnaire results had contributions to the present research in order to investigate the effects of vocabulary strategy training on learner autonomy. The results of the questionnaires revealed that there was a difference between the pre and post learner autonomy questionnaire results in the experimental group, which means that the treatment had effects on the students' learner autonomy development, though not very significant. Looking through the literature of researches where strategy training is conducted, it is seen that the time of the strategy training sessions lasts more than 4 weeks on average. (Nunan, 2002; Akın & Seferoglu, 2004). The shortness of the vocabulary strategy training might have had an impact on the effectiveness of vocabulary strategy training on learner autonomy.

Post focus group interview, on the other hand, had important contributions to the present study as it provided the researcher with information on the following issues:

- feeling more secure with vocabulary learning;

- raised awareness;
- learners' improving their problem solving skills;
- determining the direction of their own learning;
- more engagement in their lessons.

The results of the post group interview showed that all the participating students in the experimental group began to feel more secure in vocabulary learning. In addition to that, all the participants reported that they felt more responsible for their vocabulary learning and agreed that vocabulary learning should be an important part of their learning. These findings reveal that vocabulary strategy training had contributions to raising learners' awareness and responsibility. All the participants reported that they would do their best to make use of vocabulary learning strategies for their future learning.

The results of the pre and post learner autonomy questionnaires and post group interviews show that the vocabulary strategy training sessions had effects on vocabulary learning autonomy, though not very significant results were obtained in comparison between the pre and post learner autonomy questionnaires of the experimental group students.

5.1 Strengths and Contributions of the Present Study

Qualitative and quantitative data collection methods were used in order to obtain data about the same research inquiry to gather and interpret data, which makes the present study stronger in terms of reliability. The consistency among the results of the data collected with different data collection methods, confirm and strengthen the reliability of the present research.

The present study has contributed to the literature in following ways. The first contribution is the context difference. There have been only a few studies where vocabulary strategy training is conducted in Turkey. The authenticity of the subject is also an important

contribution to the literature as there have been only limited studies to investigate the effects of vocabulary strategy training on vocabulary learning achievement and learner autonomy. The present study has methodological contributions to the literature as a multi method approach was used. Another contribution of the present study in terms of methodological aspects is that the think aloud method has been used in only a few studies to investigate the effects of vocabulary strategy training. And finally, the present study has contributed to the literature as it aimed to increase the learner autonomy of the students as the more control students have in their own learning, the more successful they will become.

5.2 Limitations

The present study is not without its limitations. The first limitation comes from the small size of the group. Due to the fact that there were not many available classes at the preparatory school, the results obtained may not be generalizable to other contexts.

The other limitation comes from the duration of the strategy training. The treatment, that is vocabulary strategy training conducted in the present study, lasted for 3 weeks. The shortage of the treatment phase was due to the constraints of the policy of the university where the experiment took place. Looking through the literature of researches where strategy training is conducted, it is seen that the time of the strategy training sessions lasts more than 4 weeks on average (Nunan, 2002; Akın & Seferoglu, 2004). The shortness of the vocabulary strategy training might have affected the effectiveness of vocabulary strategy training on learner autonomy.

Finally, in addition to the instruments used to collect data, classroom observations could be conducted before and during the main study. Classroom observations could provide valuable information on the strategies that are reported to be employed by the subjects in their academic studies. Unfortunately, due to some institutional barriers the researcher could not employ this technique in the present study.

5.3 Implications and Suggestions for Further Research

The present study has been an inquiry to investigate the effects of vocabulary strategy training on vocabulary achievement and vocabulary learner autonomy. Taking the significant effects of vocabulary strategy training on vocabulary learning, other researches may be conducted to investigate the relation between the reading strategies and vocabulary strategies. A research might also be considered to explore the effects of a reading strategy instruction on vocabulary learning.

As mentioned in the limitations section, the length of vocabulary strategy training might have to be more than at least 4 weeks in order to obtain more significant and long lasting results. Before conducting the strategy training sessions, the researcher has to take various factors into consideration as learners' learning is affected by many factors such as age, personality, gender, vocabulary learning styles and so on.

Lessard (1997) states that:

“All language learners use language learning strategies in the learning process. Since the factors like age, gender, personality, motivation, self-concept, life experience, learning style, excitement, anxiety...etc affect the way which language learners learn the target language. It is not reasonable to support the idea that all language learners use the same good language learning strategies should be trained in using developing the same strategies to become successful learners.”.

The statement of Lessard (1997) also should remind us the need that language teachers should be aware of the importance of strategy training and they should know how and when to use the appropriate strategies. Wenden (1991) states that language strategy training should be put into the curriculum to foster learner autonomy, and I can even go further and suggest that the role and the importance of strategy training and how to conduct strategy training should be a part of the curriculum in the foreign language departments at universities.

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APPENDICES

APPENDIX A
PRE INTERVIEW QUESTIONS

PRE FOCUS GROUP INTERVIEW QUESTIONS

1. Do you employ any strategies to learn vocabulary?
2. Which steps do you follow in order to learn a vocabulary item?
3. Do you ever learn words by yourself? If so how?
4. If you had to learn some words, how would you learn them?
5. Are you familiar with strategy using in order to learn vocabulary?
6. How competent do you think you are in vocabulary size?
7. Which types of vocabulary items do you have difficulty with?

İLK MÜLAKATTA YÖNELTİLEN SORULAR

1. İngilizce kelime öğrenme amacıyla stratejiler (teknikler, yöntemler) kullanır mısınız?
2. Bir kelimeyi öğrenmek için ne gibi yollar takip edersiniz, nasıl yöntemler uygularsınız?
3. Kendi kendinize hiç kelime öğrenir misiniz? Cevabınız evet ise, nasıl öğrenirsiniz?
4. Eğer belli bir miktarda İngilizce kelime öğrenme durumunda kalsanız, ne şekilde çalışır ve öğrenirdiniz?
5. Kelime öğrenme amaçlı strateji kullanmak konusunda bilginiz var mı?
6. Kelime dağarcığınız açısından kendinizi yeterli bulur musunuz?
7. Ne tarz kelimeleri öğrenmekte ve hatırlamakta sorun yaşamaktasınız?

APPENDIX B

SCHMITT'S TAXONOMY OF VOCABULARY LEARNING STRATEGIES

(1997)

SCHMITT'S TAXONOMY OF VOCABULARY LEARNING STRATEGIES (1997)

DISCOVERY-DETERMINATION STRATEGIES:

Analyze part of speech

Affixes and roots

Check for L1 cognate

Analyze pictures and gestures

Guess from textual context

Bilingual dictionary

Monolingual dictionary

Word lists

Flash cards

DISCOVERY-SOCIAL STRATEGIES:

Ask teacher for L1 translation

Ask teacher for paraphrase or synonym of new word

Ask teacher for a sentence including new word

Ask classmates for meaning

Discover new meaning through group work activity

CONSOLIDATION-SOCIAL STRATEGIES:

Study and practice meaning in a group

Teacher checks students' flashcards or word lists for accuracy

Interact with native speakers

CONSOLIDATION-MEMORY STRATEGIES:

Study word with a pictorial representation of its meaning

Image word's meaning

Connect word to a personal experience

Associate the word with its coordinates

Connect the word to its synonyms and antonyms

Use semantic maps

Use 'scales' for gradable adjectives

Pegword method

Loci method

Group words together

To study them spatially on page

Use new word in sentences
Group words together within a storyline
Study word spelling
Study sound of word
Say word aloud
Image of word form
Underline initial letter
Configuration
Use keyword method
Affixes and roots/parts of speech
Paraphrase word meaning
Use cognates in study
Learn words of an idiom together
Use physical action
Use semantic feature grids

CONSOLIDATION-COGNITIVE STRATEGIES:

Verbal/written repetition
Word lists
Flash cards
Note-taking
Use vocabulary section in textbooks
Listen to tape of word lists
Put 12 labels on physical objects
Keep vocabulary notebook

CONSOLIDATION-METACOGNITIVE STRATEGIES:

Use L2 media
Testing oneself with word tests
Use spaced word practice
Skip/pass new word
Continue to study word over time

APPENDIX C
VOCABULARY TEST

VOCABULARY TEST

Choose the best response to the following questions:

1. The earthquake _____ 6.5 on the Richter scale.
a) covered b) did c) curled up
d) conducted e) measured
2. She was disappointed when she discovered that her present box was _____.
a) invaluable b) terrified c) heavy
d) dressed e) hollow
3. She started to _____ like a child when she realized her new sunglasses were smashed.
a) blubber b) sharpen c) opt
d) cope with e) sweat
4. Due to _____ criticisms, he had to give up his position as a manager in the company.
a) illogical b) generating c) harsh
d) unsafe e) possible
5. We found the kittens _____ tight on the sofa; they wanted to keep warm.
a) handing up b) flying c) imagining
d) curling up e) holding
6. The _____ fog caused many accidents.
a) thick b) slight c) light
d) harsh e) warm
7. The cat dug his _____ into my leg.
a) nails b) claws c) pats
d) heads e) fur

8. These teaching materials can be _____ for older children.
- a) done b) adapted c) cried
d) won e) deluded
9. Bears must eat a lot of food before they _____ in their caves.
- a) fall off b) take a nap c) hibernate
d) get organized e) continue
10. The pilots had to take emergency action to _____ a disaster.
- a) avoid b) carry on c) fall off
d) turn on e) see
11. The coal miner's son wanted a/an _____ occupation as an engineer.
- a) white collar b) frugal c) decisive
d) extra ordinary e) empty
12. A/an _____ detective investigates all clues.
- a) bad tempered b) wealthy c) exhausted
d) diligent e) satisfied
13. His moods _____ depending on the weather.
- a) allocate b) turn by c) venue
d) vary e) command
14. The police returned to the _____ of the crime.
- a) scan b) venue c) random
d) picture e) portrait
15. A/an _____ studies a wide range of animal group.
- a) expert b) specialist c) zoologist
d) professor e) chemist

16. Her boyfriend _____ her _____ when he did not propose marriage.
- a) give away b) turn around c) let down
d) take in e) put up
17. Katy was moody and silent. She was never _____, or if she occasionally became communicative.
- a) loquacious b) respectful c) pragmatic
d) smart e) spontaneous
18. My roommate went to a new _____ to get his hair cut.
- a) shop b) store c) flame
d) command e) barber
19. The meat was _____ during the war; those were hard times.
- a) scarce b) abundant c) clear
d) inexpensive e) sufficient
20. They had little to bolster their youngest children as they began married life, so the wedding party was modestly dressed, and the lunche afterward was_____.
- a) cold b) luxury c) inconsistent
d) terrified e) frugal
21. The _____she felt over Helen's death was almost unbearable.
- a) joy b) trust c) grief
d) heir e) resolution
22. Every year, in September, the townspeople have a/an _____ in honor of their patron saint.
- a) understanding b) expectation c) feast
d) infection e) cell
23. Mrs Hardie had been taken to the _____ in an ambulance.
- a) center b) perplex c) infirmary

- d) migration e) wall
24. I was scared as the big dog barked at me. It looked very _____.
- a) blue b) calm c) authentic
- d) fierce e) sepArated
25. My boss and I _____ very well; he likes to work with me and so do I.
- a) get along b) go off c) turn over
- d) turn by e) put up with
26. He stood on a high _____ overlooking the town.
- a) cliff b) civilization c) list
- d) chuckle e) hollow
27. _____ devices for people with low vision are listed in the catalogue.
- a) optical b) auditory c) spiritual
- d) aesthetical e) chemical
28. The _____ of the story is to love your neighbor.
- a) query b) crop c) question
- d) moral e) incident
29. A/an _____ is a tropical plant grown for its thick root, which is boiled and eaten.
- a) venue b) taro c) insult
- d) device e) mature
30. A/an _____ is a small area of fresh water that is smaller than a lake, that is either natural or artificially made.
- a) bay b) hedge c) dam
- d) cliff e) pond

APPENDIX D

VOCABULARY LEARNING AUTONOMY QUESTIONNAIRE

AUTONOMY SCALE

		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1-	I learn new English words outside the classroom with my own efforts.	()	()	()	()	()
2-	I have enough capacity for developing vocabulary.	()	()	()	()	()
3-	I have no difficulty in understanding the vocabulary items we learn in our English classes.	()	()	()	()	()
4-	I cannot learn new English vocabulary items on my own; when my teacher does not teach me.	()	()	()	()	()
5-	I am capable enough of learning new English words on my own.	()	()	()	()	()
6-	I participate actively in our vocabulary activities.	()	()	()	()	()
7-	I believe I cannot manage to learn new words, if I do not attend my English classes regularly.	()	()	()	()	()
8-	I learn English words better when I learn them on my own.	()	()	()	()	()
9-	I believe I can learn vocabulary items better if I participate in the activities.	()	()	()	()	()
10-	I do my vocabulary homework only because my teacher checks it.	()	()	()	()	()
11-	I study new English vocabulary items on my own.	()	()	()	()	()
12-	I would like my teacher to find and correct my vocabulary mistakes.	()	()	()	()	()
13-	I would like my teacher to explain the new words to me.	()	()	()	()	()
14-	I try to learn new English words in order to expand my lexical knowledge.	()	()	()	()	()
15-	I correct my vocabulary mistakes on my own.	()	()	()	()	()
16-	I use various strategies in order to learn vocabulary items	()	()	()	()	()
17-	The strategies I use in order to learn vocabulary makes me successful.	()	()	()	()	()
18-	I learn vocabulary items better when different activities are done in the classroom.	()	()	()	()	()
19-	I find myself successful in learning vocabulary.	()	()	()	()	()

ÖZERK ÖĞRENME ÖLÇEĞİ

Aşağıda bulunan ifadeler İngilizce kelime öğrenimi hakkındadır. Sizin bu konudaki görüşlerinizi, alışkanlıklarınızı ve gayretlerinizi ölçmeyi açıklamaktadır. Yardımlarınız için şimdiden teşekkür ederim.

	Her zaman	Genelde	Bazen	Nadiren	Asla
1- İngilizce derslerinin dışındaki zamanlarda okurken ve/veya dinlerken karşılaştığım yeni kelimeleri kendi gayretimle öğrenirim.	()	()	()	()	()
2- İngilizce kelime bilgimi geliştirmek için yeterli beceriye sahibim.	()	()	()	()	()
3- İngilizce derslerinde işlenen kelimeleri zorluk çekmeden anlarım.	()	()	()	()	()
4- Yeni İngilizce kelimeleri bir öğretmen açıklamazsa öğrenemem.	()	()	()	()	()
5- İngilizce kelimeleri tek başıma öğrenebilecek yeterliliğe sahibim.	()	()	()	()	()
6- İngilizce derslerindeki kelime çalışmalarına etkin bir biçimde katılırım.	()	()	()	()	()
7- İngilizce derslerine düzenli olarak devam etmezsem, yeni kelimeleri öğrenemem.	()	()	()	()	()
8- Kendi başıma çalışırken öğrendiğim kelimeler daha çok aklımda kalıyor.	()	()	()	()	()
9- İngilizce derslerindeki aktivitelere katılırsam kelimeleri daha iyi öğrenirim.	()	()	()	()	()
10- İngilizce dersindeki kelime ödevlerimi öğretmen kontrol ettiği için yaparım.	()	()	()	()	()
11- İngilizce kelimeleri öğrenirken tek başıma çalışırım.	()	()	()	()	()
12- İngilizce dersinde yaptığım kelime hatalarını öğretmenimin düzeltmesine ihtiyaç duyarım.	()	()	()	()	()
13- İngilizce derslerindeki yeni kelimeleri öğretmenimin açıklamasını isterim.	()	()	()	()	()
14- İngilizce bilgimi geliştirmek amacıyla yeni kelimeler öğrenmeye çaba sarfederim.	()	()	()	()	()
15- İngilizce derslerinde yanlış olarak kullandığım kelimeleri kendim bulup düzeltirim.	()	()	()	()	()
16- İngilizce kelimeler öğrenmek için değişik yöntemler kullanırım.	()	()	()	()	()
17- İngilizce kelimeler öğrenirken kullandığım yöntemler başarılı olmamı sağlıyor.	()	()	()	()	()
18- Derslerde farklı aktiviteler yapıldığı zaman kelimeleri daha iyi öğrenirim.	()	()	()	()	()
19- İngilizce kelimeleri öğrenme konusunda kendimi başarılı buluyorum.	()	()	()	()	()

APPENDIX E

LEXICAL ITEMS INCORPORATED

INTO THE STRATEGY TRAINING SESSIONS

LEXICAL ITEMS TAUGHT THROUGH VOCABULARY STRATEGY

TRAINING IN WEEK 1

Thick	(-adjective)	Hibernate	(verb)
Adapt	(verb)	Avoid	(verb)
Hollow	(-adjective)	Claw	(noun)
Curl up	(verb)	Measure	(verb)
Harsh	(-adjective)	Blubber	(verb)

LEXICAL ITEMS TAUGHT THROUGH VOCABULARY STRATEGY

TRAINING IN WEEK 2

Let down	(-verb)	Zoologist	(-noun)
Barber	(-noun)	Scarce	(-adjective)
Diligent	(-adjective)	Venue	(noun)
Frugal	(-adjective)	Vary	(verb)
Loquacious	(-adjective)	White collar	(-noun)

LEXICAL ITEMS TAUGHT THROUGH VOCABULARY STRATEGY

TRAINING IN WEEK 3

Fierce	(-adjective)	Optical	(-adjective)
Feast	(-noun)	Moral	(-noun)
Pond	(-noun)	Taro	(-noun)
Grief	(-noun)	Infirmity	(-noun)
Cliff	(-noun)	Get along	(-verb)

APPENDIX F
THINK ALOUD PROTOCOL CHECKLIST

APPENDIX G
POST INTERVIEW QUESTIONS

POST FOCUS GROUP INTERVIEW QUESTIONS

1. In what ways has the vocabulary strategy training been helpful to you?
2. Do you feel more confident in vocabulary learning after the strategy training?
3. Has the strategy training helped you understand the importance of vocabulary learning strategies?
4. Have you employed any strategies you have learned in the strategy training in order to learn new words?
5. Do you feel responsible for your own vocabulary learning?
6. Has the strategy training had an impact on your attitude towards the lessons and vocabulary learning?

SON MÜLAKATTA YÖNELTİLEN SORULAR

1. Verilen kelime strateji eğitimi size hangi açılardan faydalı oldu?
2. Kelime öğrenimi konusunda kendinize güveniniz arttı mı?
3. Kelime strateji eğitimi, kelime öğreniminin önemi konusundaki farkındalığınızı arttırdı mı?
4. Kelime strateji eğitiminde öğrendiğiniz stratejileri yeni kelimeleri öğrenirken de kullandınız mı?
5. Kendi kelime öğreniminiz için sorumlu hissediyor musunuz?
6. Verilen kelime stratejisi eğitiminin derslerinize ve kelime öğrenimine karşı olan tutumunuzda etkileri oldu mu?

APPENDIX H

A SAMPLE TRANSCRIPT OF AN INTERVIEW

ARAŞTIRMACI: Öncelikle katılımınız ve ilginiz için teşekkür ederim. Verilen strateji eğitimi hakkında neler düşünüyorsunuz?

Öğrenci 1: Benim açımdan çok faydalı oldu ve güvenim yerine geldi.

Öğrenci 4: Çok eğlenceliydi..

A: Sizce hangi açılardan faydalı oldu?

Öğrenci 3: Zorlandığım kelimeleri öğrenmekte kullanabileceğimi düşünüyorum.

Öğrenci 2: Eklerden yola çıkarak kelime anlamlarını tahmin etmek çok faydalı oldu.

Öğrenci 4: Hikayeleştirerek öğrenmeyi çok sevdim. Bunu ileride kullanmayı düşünüyorum.

A: Hikayeleştirmek derken?

Öğrenci 4: Mesela blubber kelimesini şımarık bir kızın aklımızda canlandırarak öğrendik.

A: hangi stratejiler faydalı oldu bundan başka?

Öğrenci 3: hikayeleştirme çok iyiydi, eklerden yararlanma da.

Öğrenci 5: evet hikaye kesinlikle. Kelime benzerlikleri de iyi. Mesela infirmery kelimesinde infection ile bağlantı kurmuştuk.

Öğrenci 1: Evet o benim de aklımda.

Öğrenci 2: Mesela bir kelime yardımıyla diğer bir kelimeyi öğreniyorduk. “Vary – very” gibi. O da faydalı oldu.

A: Ya Türkçe ile olan benzer kelimeler?

Öğrenci 2: Evet onlar da faydalı zaten öyle bir benzerlik olunca direk göze çarpıyor. O kelimeleri daha çabuk öğreniyoruz bu şekilde.

A: Sözlük kullanımını hakkında ne söylersiniz?

Öğrenci 3: Bence faydalıydı çünkü kendimiz denedik ve öğrendik açıkçası “diligent” kelimesi hala benim aklımda.

Öğrenci 1: Evet kendi çabamız olması iyi tabii.

Öğrenci 2: Ama her kelimedede uygulamak zor.

A: Peki bu 3 haftalık çalışma süresince ya da sonunda kendinize güveniniz arttı mı?

Öğrenci 1: Evet geldi. hem de çok. Çünkü akılda kalmayan kelimeler için artık metotlar geliştirebileceğimi fark ettim

Öğrenci 3: Bence de hatta her öğretmen keşke böyle yapsa dedim.

Öğrenci 4: Ben 1 haftasını kaçırdım ama çok yararlı buldum. Hatta siz anlatırken notlar aldım belki ileride kullanırım diye.

A: yani daha güvenli ve emin hissediyorsunuz?

Öğrenciler: evet

A: Size bir task verildiğinde kelime bilgisini yoğun miktarda içeren kendi başınıza yapabileceğinizi, zorlandığınız yerleri kendi geliştirdiğiniz ya da geliştireceğiniz yöntemlerle aşabileceğinizi düşünür müsünüz?

Öğrenci 5: Bu task'ın ne olduğuna bağlı ama en azından denemem gerektiğini biliyorum.

Öğrenci 7: Evet aslında bir şeyleri öğrenebileceğimizi, kendimiz bulabileceğimizi gördük.

A: kendinizi kendi öğrenme sürecinde sorumlu görüyor musunuz?

Öğrenci 3: Düşününce evet yani sonuçta artık her şeyi başaracak bir düzeydeyiz.

Öğrenci 2: Olmalıyız ama hala olmadık

(gülüşme)

A: Bu çalışma sizce bu anlamda bir katkı sağlamış mıdır?

Öğrenci 6: Olabilir yani sonuçta öğrenciyiz ama çok da düşünmedim açıkçası bunu

Öğrenci 2: Kelime eksiklerimi fark ettim ve kapatmama gerektiğinin farkındayım.

A: bir şekilde yapabileceğinizi fark etmeniz sorumluluk duygusunu arttırmış olabilir mi?

Öğrenci 6: Evet ve de güven verdi bu.

Sessizlik (5 Saniye)

A: Kendinizi öğrenme sürecinde eskisine göre daha dahil hissettiniz mi?

Öğrenci: Nasıl?

A: Mesela derse kattıklarınızla, çabalarınızla işlenen konulara daha dahil daha dersin içine hissettiniz mi?

Öğrenci 1: Evet hissettik zaten sonuçta siz gösterdiniz her şeyi, biz yaptık çözdük

Öğrenci 3: Kesinlikle sonuçta bir çok aktivite yapıldı ve hepsinde aktif olarak yer aldık. kendimi sınıfın bir parçası gibi hissettim diyebilirim.

A: Yani efor ve zaman harcamanız böyle hissettirdi?

Öğrenciler: Evet

A: peki bunun dışında eklemek istedikleriniz?

Öğrenci 8: Derslere renk kattı.

Öğrenci 6: Kesinlikle!

Sessizlik (5 Saniye)

A: Diğer dersler ile, örneğin okuma dersi ile ilişkilendirecek olursanız?

Öğrenci 5: Evet sonuçta burada kelime sınırlıydı ama kesinlikle faydası oldu çünkü biz de o kelimeleri gördük derslerde. Görünce hemen tanıdık iyi oldu

Öğrenci 7: Tabii oradakileri bilince daha zevkli okuduk

Öğrenci 1: soruları daha kolay çözdük.

A: Herkes bu şekilde düşünüyor mu? Farklı bir fikri olan?

Öğrenciler: Evet böyle düşünüyoruz.

A: Katkılarınızdan dolayı teşekkür ediyorum. Benim için çok zevkli bir süreç oldu.

Öğrenciler: Teşekkür ederiz biz de.