

*To my beloved English teacher Erdal Çakçak,
who waved his magic wand and made me who I am*

EFFECTS OF INSTRUCTION
IN VOCABULARY LEARNING STRATEGIES

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ABSTRACT

EFFECTS OF INSTRUCTION IN VOCABULARY LEARNING STRATEGIES

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This study investigated the effects of vocabulary learning strategy instruction on learners' reported strategy use and their perceptions of usefulness. It also sought to find out the learner and teacher attitudes towards strategy instruction.

This study was conducted with the participation of one pre-intermediate English preparation class at Afyon Kocatepe University, School of Foreign Languages and their teacher. The three-week strategy instruction was given by the classroom teacher according to the lesson plans developed by the researcher. The data were collected through classroom observation, vocabulary learning strategies questionnaires, learner and teacher interviews and learning diaries.

The analyses of the quantitative and qualitative data revealed that the strategy instruction had a positive impact on strategy use, but it failed to create a significant

increase in learner perceptions of usefulness. However, both learner and teacher attitudes were positive towards strategy instruction.

This study implied that instruction in vocabulary learning strategies may have a role to play in the university level Turkish EFL context, as it may contribute to the learner independence by encouraging students to reflect on their own learning process.

Key words: Vocabulary learning strategies, strategy instruction, language learning strategies, learner autonomy.

ÖZET

KELİME ÖĞRENME STRATEJİLERİ EĞİTİMİNİN ETKİLERİ

Tezgiden, S. Yasemin

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

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Bu çalışma, kelime öğrenme stratejileri eğitiminin öğrencilerin strateji kullanımlarına ve stratejilerin yararlığına ilişkin düşüncelerine olan etkisini incelemiştir. Bu çalışmada ayrıca öğrenci ve öğretmenlerin strateji eğitimine yönelik tutumları araştırılmıştır.

Bu çalışma, Afyon Kocatepe Üniversitesi Yabancı Diller Yüksek Okulu'nda okumakta olan alt-orta düzey İngilizce hazırlık sınıfı öğrencilerinin ve öğretmenlerinin katılımıyla gerçekleştirilmiştir. Çalışma kapsamındaki üç haftalık strateji eğitimi, araştırmacı tarafından hazırlanan ders planları uyarınca katılımcı sınıfın öğretmeni tarafından verilmiştir. Verileri elde etmek için sınıf gözlemi, kelime öğrenme stratejileri anketi, öğretmen ve öğrenci mülakatları ve öğrenme günlüklerinden yararlanılmıştır.

Nicel ve nitel veri analizi, strateji eğitiminin, öğrencilerin strateji kullanımı üzerine pozitif etkisi olduğunu, ancak öğrencilerin stratejilerin yararlığına ilişkin görüşlerinde anlamlı bir fark yaratmadığını göstermiştir. Bununla birlikte, öğrenci ve öğretmenlerin strateji eğitimine yönelik tutumlarının pozitif olduğu belirlenmiştir.

Bu çalışma, kelime öğrenme stratejileri eğitiminin, öğrencileri kendi öğrenme süreçleri üzerine düşünmeye teşvik ederek öğrenci özerkliğine katkıda bulunabileceğini, bu nedenle de strateji eğitiminin Türk üniversitelerinde verilen yabancı dil olarak İngilizce öğretiminde bir rol oynayabileceğini göstermiştir.

Anahtar sözcükler: Kelime öğrenme stratejileri, strateji eğitimi, dil öğrenme stratejileri, öğrenci özerkliği.

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CHAPTER I: INTRODUCTION

Introduction

“Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed” Wilkins (1972, p. 111) states. As the above quote reveals, vocabulary is a significant aspect of second language learning. However, it has been a neglected domain of second language learning research until the last decades. To facilitate this hard task of learning vocabulary, composed of almost an endless number of words, different approaches have been proposed. One such approach is strategy-based instruction, which depends on the assumption that learners will have ease in learning vocabulary provided with an opportunity to discover the appropriate strategies for their own learning styles from a large repertoire (Cohen, 1998; Nation, 2001; Oxford, 1996; Schmitt, 2000). In fact, most research (as reported in Chamot, Barnhardt, El-Dinary & Robbins, 1999) reveals that training in vocabulary learning strategies facilitates vocabulary learning. Whether this also holds true for the Turkish EFL context will be explored in this study, which investigates the effects of instruction in vocabulary learning strategies on Afyon Kocatepe University preparation class EFL learners’ reported strategy use and perceptions of usefulness. This study also seeks to find out the attitudes of learners and their teacher towards strategy instruction. The findings of the study may be used to decide whether a strategy-based vocabulary instruction should be followed at English language programs of preparation classes at Afyon Kocatepe University and similar institutions.

Background of the Study

As the fact that vocabulary constitutes a major part of a language is acknowledged lately, the nature of learning vocabulary has been investigated largely in the recent years. Researchers conducted studies on vocabulary size, word frequency, components of knowing a word, receptive and productive word knowledge and the ways of learning or teaching vocabulary (Carter & McCarthy, 1988; Hulstijn, 1997, 2001; Nation, 1990, 2001; Schmitt, 2000). Yet, “vocabulary learning strategies,” as a whole, has attracted little attention by scholars and academicians, so the studies in this area have only been limited to studies investigating individual or small number of strategies.

Before moving onto discussing the literature on vocabulary learning strategies, it would be rational to have a brief look at the broader context of learning strategies. With the shift from teacher to learner-centered approaches, learning strategies came under the spotlight. Learning strategy research started with the interest into the good language learner so that the strategies used by them were determined and taught to poor learners (Rubin, 1987). However, soon language learning strategy research changed direction with the recognition that learners are individuals with different character traits and different learning styles. Nowadays, as Nyikos (1996) reports, the focus is on the growth of each individual student by helping them discover the best strategies for themselves. The means of giving this assistance is explicit strategy training. (Cohen, 1998; Nyikos, 1996; O’Malley & Chamot, 1990; Oxford, 1990). Explicit strategy instruction, as opposed to implicit strategy training, presents where, when and how to use each strategy and provides the learners with practice opportunities. Although the current study benefits from advice derived out of earlier

research, it mainly follows Chamot and O'Malley's (1994) model called Cognitive Academic Language Learning Approach (CALLA). This model was chosen because its five-step model, which seems more appropriate for Turkish EFL learners who are not used to the learner-centered approach, starts with teacher-centered instruction and then sets the student free step by step. As for the effects of strategy instruction, most research in language learning strategies (Chamot et al., 1999; O'Malley & Chamot, 1990; Oxford, 1990; Schmitt, 2000) indicate that strategy instruction has positive effects, especially when incorporated into the syllabus and designed according to the needs of learners despite a few exceptional cases where learners showed resistance to strategy instruction (O'Malley & Chamot, 1990; O'Malley, Chamot, Stewner-Manzanares, Russo & Küpper, 1985).

However, both at the global and local level, vocabulary learning strategy instruction research generally focuses on the effects of strategy training on the product, that is, the change in the language performance of students. It either investigates how instruction in one particular strategy affects vocabulary size or word retention or compares the effectiveness of certain strategies on word retention (some of which are Altun, 1995; Brown & Perry, 1991; Hulstijn, 1997; Knight, 1994; Raif, 1999). It does not analyze the effects of instruction on the learning process, that is, "the strategies or behaviors learners use and the affective elements involved" (Oxford, Crookall, Cohen, Lavine, Nyikos & Sutter, 1990, p. 210). There is only one study (Şahin, 2003) in the Turkish EFL context, which investigates the effects of strategy instruction in vocabulary learning strategies on the process of learning, but it concentrates only on the instruction of discovery strategies. Therefore, as it will be stated below, in addition to building onto the research on vocabulary learning

strategies, this study will fill a gap in the literature about the effectiveness of training in vocabulary learning strategies among university level Turkish students.

Statement of the Problem

Vocabulary learning is a difficult process, which usually takes place outside the classroom (Sökmen, 1997). However, in this significant and problematic part of language learning, learners are usually left alone and most of them do not know how to proceed. Their understanding of vocabulary learning strategies is usually limited to a few traditional vocabulary learning strategies like repetition (Schmitt, 1997). This restricted notion may have two reasons: first, they may not be aware of the existence of many other strategies; second, they may not know how to benefit from these strategies. Besides, they may not be conscious enough to realize that vocabulary learning requires extra effort outside the classroom as any other aspect of foreign language learning. Therefore, it seems necessary to raise the consciousness of learners about vocabulary learning and to expand their repertoire of vocabulary learning strategies through strategy instruction. At the local level, the need for strategy training might be even more urgent, because in the Turkish EFL context learners are in general teacher-dependent (Sancar, 2001; Yumuk, 2002) and students do not know how to study on their own. At Afyon Kocatepe University, where the study is conducted, instructors of English have also reported the need for such instruction with the claim that their students do not know learning to learn. However, as language learning is a process in which the learner has to take out-of-class responsibility on their shoulders, the need for Turkish students to be taught explicitly on learning to learn vocabulary is apparent.

Still, strategy-based instruction in vocabulary does not seem to be a common practice in second language teaching, perhaps because the research in the field has not been conclusive about the positive effects of strategy training on the process of language learning so as to persuade the practitioners to incorporate strategy instruction into their syllabi. As indicated above, earlier research did not concentrate on the effects of instruction on the learning process, so there seems to be need for more research on the effects of instruction in vocabulary learning strategies both in the global and local level.

Purpose of the Study

This study attempts to find out whether or not the instruction in vocabulary learning strategies is effective in changing Afyon Kocatepe University English preparation class students' reported strategy use and perceptions of usefulness. It also seeks to determine learner and teacher attitudes towards instruction. The main purpose of the study is thus to determine whether strategy instruction in vocabulary learning has a role to play in Turkish university level foreign language classrooms.

This study will address the following research questions:

1. Does instruction in vocabulary learning strategies change Turkish university level EFL learners' reported use and perceptions of strategies?
 - A) What is the existing reported use of vocabulary learning strategies among Afyon Kocatepe University preparation class students?
 - a) Which strategies, if any, do learners report using?
 - b) Which strategies do learners find helpful?
 - B) After strategy instruction, what is the subsequent reported use of vocabulary learning strategies?

- a) Which strategies do learners report using?
 - b) Which strategies do learners find helpful?
2. What are the attitudes of the learners and their teacher towards strategy instruction?

Significance of the Study

Being an investigation of vocabulary learning strategies in the Turkish EFL context, this study will build onto the existing body of general knowledge. However, as the studies in this field are limited to descriptive studies exploring the existing strategy use and to the studies investigating the effects of instruction on the language product of learners, whether it be word retention, vocabulary size or proficiency level, this short-term study, unique in investigating the effects of instruction in vocabulary learning strategies on the process of learning, including reported strategy use, perceptions of usefulness and the attitudes of learners and teachers, may fill a gap in the literature both in the local and global level.

On the other hand, this interventionist study may have practical results. The findings of the study may provide pedagogical clues as to the place of strategy instruction at university level foreign language classrooms. The lesson plans used in the sessions of strategy instruction may provide samples to future researchers, course designers and classroom teachers. In addition, it may be beneficial to the participants of the study at Afyon Kocatepe University by raising their consciousness. Finally, English language program designers and curriculum developers at Afyon Kocatepe University and similar institutions may benefit from the results of the study while designing their curricula or syllabi.

Conclusion

In this chapter, the background of the study, statement of the problem, purpose of the study, research questions, and significance of the study have been discussed. The second chapter reviews the literature on vocabulary learning, learning strategies, strategy instruction and vocabulary learning strategies. In the third chapter, the research methodology, including the participants, instruments, data collection and data analysis procedures of the study, is described. The data collected from quantitative and qualitative data are analyzed in the fourth chapter. The fifth chapter summarizes the findings and attempts to interpret them in addition to presenting the limitations of the study and pedagogical implications.

CHAPTER II: REVIEW OF LITERATURE

Introduction

This study seeks to investigate the effects of instruction in vocabulary learning strategies on Afyon Kocatepe University EFL learners' reported strategy use and their perceptions. It also explores the attitudes of participating learners and their teacher. This chapter will review the literature relevant to this study. First, literature concerning vocabulary learning will be explored; then, learning strategies and strategy training as covered in the literature will be discussed so that the background information about the two basic components of vocabulary learning strategies can be presented. Finally, the literature on vocabulary learning strategies will be surveyed.

Vocabulary Learning

As indicated by various scholars (Coady & Huckin, 1997; Schmitt & McCarthy, 1997; Zimmerman, 1997), vocabulary learning was a neglected issue in second language research until the last decades. Today, however, the significance of vocabulary is appreciated both in second language research and in language teaching, as the number of studies and books concerning vocabulary indicates. As Thornbury (2002, p. vi) states, "This is partly due to the recent availability of computerized databases of words (or *corpora*), and partly due to the development of new approaches to language teaching which are much more 'word-centered,' such as the 'lexical approach.'" That is to say, especially in academic circles, the focus of attention has shifted from grammar to words, since words, not the grammar, are the

vital tools to express what is to be said. In fact, the following lines from McCarthy (1990, p. viii) display the significance of vocabulary in second language learning clearly: “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in a meaningful way.”

However, when confronted with this seemingly vital part of second language learning, second language learners are usually frustrated because of the heavy vocabulary load they have to learn (Gu & Johnson, 1996; Sanaoui, 1995). Therefore, studies on vocabulary focus their attention on the ways of understanding and managing this difficult process. The following sections will discuss various aspects of vocabulary learning explored by many researchers and scholars, starting with the targets of vocabulary learning below.

Setting Goals in Vocabulary Learning

One of the ways of dealing with vocabulary learning seems to make it more concrete by setting goals. To set vocabulary goals for language learning, Nation (2001) assumes that it is important to know the number of words that exists in a language, the number of words known by the native speakers and the number of words second language learners need to learn.

Since there is no agreement on what to count as a word, the number of words in a language is not easy to find. Yet, as Nation (2001) reports, *Webster's Third New International Dictionary* includes around 114, 000 word families, which are composed of “a headword, its inflected forms, and its closely related derived forms” (Nation, 2001, p. 8). Obviously, knowing all the word families in a language would be a utopic goal for a second language learner, considering the fact that even the

native speakers do not know all the vocabulary in a language. When it comes to what native speakers of English know, recent studies suggest that educated native speakers of English know around 20,000 word families (Schmitt, 2000; Nation, 2001).

Although targeting the vocabulary size of native speakers could be a logical idea, Nation (2001) suggests that this may not be necessary in the short-term, since according to the frequency-based research, there are some common words recurring in any text written in English.

As a result of the word-frequency counts, Nation (2001) distinguishes four kinds of vocabulary, ordered according to the scope they cover in any given text: high-frequency words, academic words, technical words and low-frequency words. Research suggests that high frequency words make up 80 % of the words in any given text and they represent around 2,000 word families in English, whereas academic words, consisting of those words that might be encountered in academic texts, make up about 9 % of the words in a text. Technical words are composed of words related to a specific subject area and cover 5 % of a text. The fourth group, low-frequency words, makes up over 5 % of a text, but there are thousands of low-frequency words. As it is clear from the above presented figures, frequency information provides invaluable information in terms of knowing which words should be learnt in which order. As high frequency words cover 80 % of the words in a text, it seems reasonable to give them priority. A person who has learnt 2,000 common word families is then able to understand a text to a large extent. That is to say, learners can benefit from word frequency information a great deal in setting their goals for vocabulary learning.

However, frequency count is associated with certain problems, which may shadow this claim. For instance, sometimes word-frequency lists do not match with each other. As the spoken and written corpora present different frequency lists, so do the corpora from different content areas. What is more, as Schmitt (2000) suggests, grammatical words like “the” and “and” occur very frequently in a language, but, as obvious, they hold little meaning and might not be able take the learner very far. The order of words in a frequency list, thus, may not be the correct order to learn vocabulary when it is considered that more useful words may rank in the lower frequency lists and the less useful ones may occur in the top frequency lists (Nation, 1990). Moreover, the words in the high frequency list may have more than one sense and learners may need to know these senses as well, which indicates that the number of senses to know may be more than 2,000 common word families (Schmitt, 2000). Thus, Richards (1970, as reported in Nation, 1990) suggests that different criteria other than word frequency such as range, language needs, availability and familiarity, ease of learning and so on should be considered while deciding on which words to head for while making lists of priority.

Knowing a Word

In general, knowing a word is considered as knowing its meaning and its form. However, as Nation (1990, p. 31) suggests, knowing a word implies different kinds of knowledge, as indicated below:

- the meaning(s) of the word
- the written form of the word
- the spoken form of the word
- the grammatical behavior of the word

- the collocations of the word
- the register of the word
- the associations of the word
- the frequency of the word

In other words, knowing a word includes many aspects other than just the meaning and the form. However, learners do not have the same level of knowledge about every word they have learnt or acquired. For example, they may recognize the written or spoken form of the word upon seeing or hearing it, but they may not be able to produce it when they need to. This means that it is possible not to know all the aspects of a word to be able to recognize it. In fact, being able to distinguish a word is called *receptive knowledge* as opposed to the knowledge required for producing words when one needs to, which is termed as *productive knowledge*. The former is mostly used in reading and listening, while the latter is essential for writing and speaking skills (Nation, 1990, 2001; Schmitt, 2000). As for the receptive knowledge, knowing the meaning and form of the word may suffice, but for the productive one, most aspects of knowing a word seem to be necessary. Still, as could be imagined, it is not usually possible to learn or acquire all of these aspects at one time (Schmitt, 2000). The more learners are exposed to the word, the better they develop an understanding about its usage in different contexts and thus are able to learn it fully. In other words, vocabulary acquisition is a cumulative process not occurring overnight at one exposure. To sum up, knowing a word cannot be reduced to recognizing its meaning or form when encountering it. Knowing a word also means being able to produce it for communicative purposes appropriately in the right

context (Read, 2000). However, for this productive knowledge to grow, several exposures to the use of the word in context are necessary.

Approaches to Teaching/Learning Vocabulary

There are various positions towards vocabulary teaching and learning in the literature. Some are more supportive of vocabulary learning through conscious, systematic and planned approaches. Others are adopting a vocabulary acquisition approach, in which vocabulary is picked up unconsciously from exposure to language. Yet, there is one other approach which is strategy-based and takes its frame of reference from learner-centered language learning, and it is in fact the main concern of this study (Schmitt, 2000). This section will examine the terminological differences made between the first two approaches and the following sections will discuss the vocabulary learning strategies in detail.

First distinction is made between *direct* and *indirect* vocabulary learning. In direct vocabulary learning, learners focus on vocabulary through exercises, vocabulary lists, games, etc. In contrast, indirect learning requires the learner to focus on tasks other than vocabulary learning and learn the unknown words that are a little beyond their knowledge (Nation, 1990). Schmitt (2000) claims that it cannot be possible for foreign language learners to learn thousands of words only by studying them consciously; they must have 'picked up' some of those words unconsciously. That is to say, both direct and indirect learning seem to have a role to play in second language learning.

Another distinction in vocabulary learning turns around context, as words do not occur by themselves. As a matter of fact, the emphasis put on context is related to the research in memory as reported by Carter and McCarthy (1988): meaningful

contexts facilitate retention of words in contrast to isolated list of words, as the former provides the occasion for deeper mental processing of words. However, this *contextualized* approach to vocabulary learning is also criticized by the proponents of *decontextualized* vocabulary learning. This approach, which favors learning words out of context, argues that learning words in context may not always be possible or practical, as learning words merely from context would take incredible amounts of time, which is not often available in second language learning situations (Mercer, 2005; Paribakht & Wesche, 1997; Sökmen, 1997). Therefore, decontextualized activities, such as word-lists, are also assumed to be helpful in storing words to one's memory.

Two other terms, namely *explicit (intentional) learning* and *incidental learning*, are used to describe the same phenomena. Explicit learning refers to focused study of words, as in direct learning; whereas, incidental learning means acquiring new words through becoming exposed to the language while your attention is not on the vocabulary learning itself, as in indirect learning (Schmitt, 2000).

It is worth mentioning here that these learning approaches are not direct opposites, as various scholars and researchers suggest that they should be integrated in the learning context. For instance, Barcroft (2004, p. 201) does not find it reasonable to represent vocabulary learning as purely incidental or as purely intentional as the following quotation presents: "Different types of vocabulary learning can be viewed along a continuum between highly incidental and highly intentional." Hulstijn (2001, p. 275) shares this idea as well in terms of its pedagogical implications: "...from an educational point of view, incidental and intentional vocabulary learning should be treated as *complementary* activities which

both deserve to be practiced.” Hulstijn (1997) also reports that incidentally learnt words are kept in memory without any deliberate attempt to remember them. Since learners are exposed to the same word through extensive reading several times in second language learning, they learn the words without making any conscious effort and so incidentally-learnt words become longer-lasting. Yet, departing from his own experience, Hulstijn (1997) makes it clear that even deeper processing activities like guessing the meaning from context and consulting a dictionary do not guarantee the retention of a word, and so it may be necessary to be engaged in intentional activities so as not to forget words. In other words, while incidental learning helps learners in acquiring a great number of words in a second language, it may not be sufficient by itself and may need to be supported by intentional learning, especially for the words that learners have difficulty keeping in mind. Thus, literature seems to indicate that both direct (decontextualized and explicit) and indirect (contextualized and incidental) learning have a role to play in learning vocabulary. What Sökmen (1997, p. 239) asserts in the following quotation supports this view: “The pendulum has swung from direct teaching of vocabulary (...) to incidental (...) and now, laudably, back to the middle: implicit and explicit learning.”

Although the literature maintains that both implicit and explicit learning have a role to play, other factors such as proficiency level of the learners, their immediate needs, and word frequency information influence the type of vocabulary learning to be chosen, as mentioned before in the above section on setting goals. For example, Laufer (1997) and Coady (1997) claim that learners need to know the threshold vocabulary to be able to benefit from extensive reading. Especially beginner level students must be taught at least 3,000 common word families explicitly to the point

of automaticity (Coady, 1997) so that they may start learning vocabulary incidentally. Nation and Newton (1997) advise teaching vocabulary according to their order of importance: 1) high-frequency general words, 2) high-frequency academic words, 3) technical terms, 4) low-frequency words. They also support different types of teaching/learning for different types of words and different levels of proficiency: they prefer intentional teaching/learning activities for high-frequency vocabulary and incidental learning for low-frequency vocabulary. Schmitt (2000) also shares their opinion by pointing out that the most frequent words are essential and should be taught immediately without being left to chance.

There is one other approach to vocabulary learning, which is the main focus of attention in this study: vocabulary learning strategies. The proponents of the learning vocabulary through strategies believe that students should have many strategies at their disposal to use in accordance with their learning styles and the requirements of the situation they are in, so that they can improve their vocabulary knowledge outside the class efficiently (Schmitt, 1997; Cohen, 1998). In fact, the interest in vocabulary learning strategies goes hand in hand with the interest in a learner-centered approach, since the underlying idea behind strategy training is to create independent learners. Therefore, the following section will focus on one of the important factors in creating autonomous learners, namely language learning strategies, examining their definition, classification and basic features.

Language Learning Strategies

This section will discuss language learning strategies, which are powerful tools in making students responsible for their own learning. First, different definitions of learning strategies will be investigated, followed by different classification systems

proposed by different researchers. Then, basic features of language learning strategies will be explored.

Rubin (1987, p. 19) defines language learning strategies as, “The process by which information is obtained, stored, retrieved, and used.” According to O’Malley and Chamot (1990, p. 1) language learning strategies are, “The special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information.” Oxford (1990, p. 8) expands this definition and refers to language learning strategies as, “Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.” Recently, Weinstein (2000, as cited in Tseng, Dörnyei & Schmitt, 2006) has defined the term as, “the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner’s encoding process.” What is common to all these definitions, it seems, is the active and conscious role played by the learner to learn. In fact, Cohen (1998; 2003, p. 280) attracts special attention to consciousness and the element of choice in strategy use and defines learning strategies as “the conscious or semi-conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language.” He also distinguishes between *second language learning strategies* and *second language use strategies*, which together form *second language learner strategies*. According to Cohen (1998) language learning strategies are the steps selected by the learner to *learn*, whereas language use strategies, which are usually referred to as communication strategies, are those actions selected by the learner to *use* the language.

Nevertheless, Tseng et al. (2006) claim that this abundance of definitions implies the lack of criteria for defining the term “learning strategy,” which results from the ambiguity concerning the nature of learning strategies: there is no conclusion whether the learning strategies are observable behaviors or inner mental operations. In fact, the research among the leading scholars in the field conducted by Cohen (in press) reveals this lack of consensus on the definition of learning strategies as well. On the other hand, Tseng et al. (2006) maintain that nowadays the term “learning strategies” is avoided and the broader concept of “self-regulation” is preferred. However, this term is not recognized as a viable term, either, with the claim that it is a misuse as it is in conflict with the research and theory on learner strategies (Cohen, in press).

On the other hand, there is one other terminological and/or conceptual distinction made between “strategies” and “skills” as what has been referred to as strategy might actually be a skill. Cohen (in press) reports that most scholars think that when strategies become more automatic and unconscious, they become skills. Strategies are thought as goal-oriented, deliberate actions whereas skills are applied unconsciously as a result of repeated action. On the other hand, skills may include a cluster of strategies that are used continuously and appropriately for a certain task. Thus, strategies seem to be the “skills under consideration” as cited by Paris, Wasik and Turner (1991), as they are open to investigation by being conscious.

Yet, to establish the understanding of vocabulary learning strategies on a sound basis, it is wise to turn now to the roots of strategic learning. Interest in language learning strategies started with the move towards more learner-centered approaches, as the curiosity emerged so as to the relationship between learner behaviors and

learning. Success in language learning was no more explained merely by aptitude, so the studies investigating the “good language learner” came to being (O’Malley & Chamot, 1990; Rubin, 1987; Schmitt, 1997). They attempted to find the strategies successful language learners use with the ultimate aim of helping less successful learners in their studies. However, these attempts to find out the best strategy that would work for all students were criticized as they ignored learning styles and learner preferences. In addition, as the strategies that successful learners use may be context and culture bound, there may not be universally good strategies (Rees-Miller, 1993). Students’ age, educational background, and life experience are also crucial factors which affect strategy choice.

After the identification of strategies, researchers started to classify these strategies. Rubin (1981, as reported in O’Malley & Chamot, 1990) classified strategies as those which directly affect learning and those which contribute indirectly to learning. O’Malley and Chamot (1990), however, divided the strategies into three as *cognitive*, *metacognitive* and *social/affective* strategies. Cognitive strategies are those which involve the manipulation of information for a given task in order to learn or retain that information and involve rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer and elaboration. Metacognitive strategies are those which control the overall language learning process some examples of which are selective attention, planning, monitoring and evaluation. Finally, social/affective strategies are those related to interpersonal relationships and controlling one’s own emotions. The strategies listed under social/affective strategies are cooperation, questioning for clarification and self-talk.

Oxford (1990) proposed a different classification at about the same time and divided language learning strategies into two types: *direct* and *indirect*. While direct strategies, which include *memory*, *cognitive* and *compensation* strategies, are used for dealing with language, indirect strategies comprising *metacognitive*, *affective* and *social* strategies are used for the general management of learning. The function of memory strategies (for instance, grouping or using imagery) is to help students store and retrieve new information. Cognitive strategies (for instance, summarizing or reasoning deductively) help learners to understand and produce language in different ways. The compensation strategies (for instance, guessing or using synonyms) enable learners to express themselves in the target language in spite of their lack of knowledge. Metacognitive strategies lead learners to control their own learning. Affective strategies enable learners to regulate their emotions, motivations and attitudes. Social strategies allow learners to learn through interaction with others.

As can be seen from different attempts to categorize language learning strategies, there are overlaps and mismatches in some of the categories. Cohen (1998) asserts that this problem stems from the fact that different criteria are used to classify these strategies. In addition, as some of the strategies have different characteristics, they may fall under different categories in different categorizations. Yet, although categorizations are not without problems, they are largely used, as they create ease of data analysis.

O'Malley and Chamot (1990) assert that cognitive and metacognitive strategies are usually used together. In fact, the research indicates that learners use a combination of different strategies (Chamot et al., 1999; Cohen, 1998; Sanaoui, 1995). That is to say, there is no best strategy; rather there are strategies that work

best for particular learners and particular learning tasks (Cohen, 1998). Cohen (2003) asserts that more successful learners use strategies that are appropriate to the given task and their own learning styles while less successful learners use strategies in an unstructured way without being aware of why they are using a specific strategy.

In fact, learning strategies are related to learning styles as the results of empirical studies show (Cohen, 2003; Ehrman & Oxford, 1990; Gorevanova, 2000; Oxford, 2003; Oxford & Green, 1996). Since learning strategies do not occur as isolated factors affecting learning, they are tied to learning styles, which are learners' "general approaches to learning" (Cohen, 1998, p. 15). Cohen (in press) reports that leading scholars of the field draw a distinction between learning styles and learning strategies. Whereas learning styles are seen as innate characteristics for learning, learning strategies are considered as teachable: "whereas styles reflect the predisposition to do things a certain way, strategies [are] seen as the way a person operationalizes that predisposition" (Cohen, in press). In addition, learners can intentionally stretch their styles so that they are able to use the strategies other students instinctively use (Oxford, 2003). Teaching learners learning style flexibility is in fact seen as one of the goals of strategy instruction.

When it comes to the features of learning strategies, as can be seen from the direct quotation below, Oxford (1990, p. 9) assumes that they:

- contribute to the communicative competence,
- allow learners to become more self-directed,
- expand the role of teachers,
- are problem-oriented,
- are specific-actions taken by the learner,

- involve many aspects of the learner, not just the cognitive,
- support learning both directly and indirectly,
- are not always observable,
- are often conscious,
- can be taught,
- are flexible,
- are influenced by a variety of factors.

Although this list is not very well-organized, as it doesn't separate cognitive, pedagogical and methodological aspects of learning strategies, it is worthy of mention because it provides a quick review of the characteristics of language learning strategies. To comment only on the most important features of language learning strategies for the purposes of this study, the second feature of learning strategies, self-direction, is actually the underlying rationale behind the strategies. In learning a language, independence is more important because the number of items to be learnt is greater than that in any subject area and they cannot all be covered during the classroom time. Yet, it is worth mentioning that learner independence does not happen overnight, but needs time to develop. A directly related phenomenon to learner self-direction is the changing roles of teachers. In a learner-centered classroom, teachers are no longer the authority figures in the classroom forcing students to learn. As students take on more responsibility, teachers act as facilitators, guides or advisors. Teachers do not give up their task of instruction or classroom management, but these tasks are much more limited than they were before. Another important feature of language learning strategies is their teachability, on which the current study depends. Research shows that learning strategies can be taught by

strategy instruction (Chamot, Barnhardt, El-Dinary, Robbins, 1996; Dörnyei, 1995; Oxford, 1990). The following section will thus discuss strategy training in detail.

Strategy Training

In the literature, several different names are used for the training of language learning strategies: “strategy instruction,” “learning-to-learn training,” “strategy-training,” “learner methodology training,” and so on (Oxford, 1990). In this study, terms “strategy training” and “strategy instruction” will be used interchangeably as they are the two widely used ones in the literature.

Wenden and Rubin (1987, p. 131) claim that, “The educational goal of learner strategy research and its classroom applications is an autonomous learner.” The underlying assumption behind this idea seems to be that learners must be independent to be more successful (Cohen, 1998). Before a further discussion on strategy training, it should be noted that in this study, the terms “learner autonomy” and “learner independence” are used interchangeably to describe “the capacity to take control of one’s own learning” by adopting the definition of Benson (2001, p. 47) for autonomy. Benson avoids the term “independence” for fear that it implies learning without the teacher. However, for the scope of this study, these words could equally mean taking charge of one’s own learning. As Scharle and Szabó (2000, p. 3) maintain, “Learners have to accept the idea that their own efforts are crucial to progress in learning and behave accordingly.” Moreover, they have to be familiar with the notion that teachers cannot learn for their students; the learners can only learn if they are willing to learn. Therefore, before training learners in learning strategies, their ideas about their responsibility in the learning process should be identified, and then they should be encouraged to question and modify their old

beliefs (Oxford, 1990). They first need to notice, “Success in learning depends as much on the student as on the teacher” (Scharle & Szabo, 2000, p. 4).

When it comes to the benefits of strategy instruction process, three benefits have been suggested in the literature. First, learners become more self-directed (Oxford & Leaver, 1996). Second, language learning strategies can overcome the demotivation of learners who are unsuccessful by providing them with the necessary tools and strategies to learn (Nunan, 1997 as cited in Ernesto, 2003; O’Malley & Chamot, 1990). But this does not mean that strategy training is only helpful for less successful learners. Oxford (1990, p. 12) asserts, “Even the best learners can improve their strategy use through such training,” since strategy training raises their consciousness and enables them to use the appropriate strategies at appropriate times (Rubin, 1987; Simpson, 1984). Third, learners become better learners as a result of strategy instruction. To support her claims, Oxford et al. (1990, p. 210) reports six cases, which reveal, “Strategy training can enhance both the process of language learning (the strategies or behaviors learners use and the affective elements involved) and the product of language learning (changes in students’ language performance).” One final benefit reported by Oxford (1990) is the positive effects of training on teachers so as to orient them to being more learner-centered.

Despite the above-mentioned benefits suggested by a great majority of studies, there are a few studies showing that strategy instruction has met with resistance from students (O’Malley & Chamot, 1990; Wenden, 1987). Thus, as Flaitz and Feyten (1996, p. 212) indicate, “The research community has not as yet proven that strategy instruction has a positive effect *every* time.” Therefore, even if the large body of research (some of which include Oxford, 1990, 1996, 2001; Rasekh & Ranjbar, 1996, 2001) indicates that strategy instruction has a positive effect on language learning, it is not *every* time.

2003) indicate the positive effects of strategy training in addition to the strong feeling shared by teachers and researchers that strategy instruction has a role to play in foreign language teaching (Flaitz & Feyten, 1996), there still seems to be need for further research to reach a conclusive answer to this question (Rees-Miller, 1993), which justifies the existence of this study.

In fact, there are a number of factors deemed important as for the success or failure of strategy training. Students' level of proficiency, the learning context, learners' cultural backgrounds, previous educational experiences, learning styles, the learning task, the length of instruction and the trainer are the variables which affect the success of strategy training (Chamot & Rubin, 1994; Rees-Miller, 1993). In particular, the teacher's knowledge of language learning strategies and their attitude about role changes are assumed to be crucial factors for the effectiveness of strategy training (Oxford, 1990). As most teachers themselves have never received strategy training (Flaitz & Feyten, 1996), they may be reluctant or do not know how to approach this task. Therefore, it might be necessary to raise the consciousness of teachers or train them in learning strategies as much as possible.

There are two different approaches to learner training: implicit and explicit. As Wenden (1987, p. 159) asserts, "Blind training leaves the trainees in the dark about the importance of the activities they are being induced to use. In such studies, learners are instructed/induced to perform particular strategies but not helped to understand their significance." In other words, in implicit strategy training, learners do not understand why and when to use a particular strategy and do not learn to learn. On the other hand, explicit training informs students about which strategy can be helpful in which situation and why by being transparent. Students understand the

rationale for using a strategy when taught explicitly (Wenden, 1987). Strategy training is thus believed to be the most effective if learners know why, where and when to use and transfer the particular strategies (Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990). That is to say, *explicit* strategy instruction is preferred so as to make learners more aware of the learning process and their options for learning a foreign language. As Nyikos (1996, p. 112) reports, there is an agreement that explicit strategy instruction helps learners in four ways: “1) to become aware of the strategies they already use; 2) to apply task-specific strategies that can make learning more efficient and allow them time to compensate for nervousness, inability to remember, and lack of wait time; 3) to monitor for strategy effectiveness; and 4) to create new strategies or weed out ineffective ones via metacognitive control.”

Following an explicit approach to strategy training, Oxford (1990) suggests three ways to teach language learning strategies: awareness training, one-time strategy training, and long-term strategy training. In awareness training, students become conscious about the idea of language learning strategies, preferably through fun activities which provide the occasion for the students to discover the concept of learning strategies. One-time strategy training, which is the case in this study, consists of training the learners in one or more strategies by providing them with the opportunity to practice the strategies in question. The information about where, when, why and how to use the particular strategy is also given. One-time training is not a part of a longer cycle of strategy training, but addresses the urgent needs of learners in a specific field of study in one or just a few sessions. It is not considered as effective as long-term strategy training although it has examples which had positive results in the literature (Flaitz & Feyten, 1996). Long-term training includes

a wide variety of strategies and it lasts a long time fitting into the regular program and is assumed to be the ideal way of strategy training (Oxford, 1990).

For the strategy training, different researchers have proposed different models and gave advice on how to give instruction in learning strategies. In order to benefit from their advice and experience, their recommendations will be considered in this study. For the teachers planning to give either long-term or one-time strategy training, Oxford (1990, p. 204) proposes an eight-step model, as directly quoted below:

1. Determine the learners' needs and the time available.
2. Select strategies well.
3. Consider integration of strategy training.
4. Consider motivational issues.
5. Prepare materials and activities.
6. Conduct "completely informed training."
7. Evaluate the strategy training.
8. Revise the strategy training.

Oxford (1990) notes that the order of the steps might be changed during the implementation of the model. She considers the first five steps as planning and preparation steps, while putting the rest under the label of conducting, evaluating, and revising the training. As is clear from the model, the first step is to determine who the learners are and what their needs are. It is also essential to gather information about their existing use of strategies and their understanding of responsibility. The time available is also a big concern which influences which strategies and activities will be chosen during the training. The second step, choosing

the strategies, is the major part of the training. Oxford (1990) warns that strategies should be related to the needs and characteristics of the learners. Choosing more than one type of strategy, which are considered useful by many learners and which are not either too easy or difficult, is important. The third step, integration of strategy training into the regular language program, is a significant aspect if the strategy training is to be successful. The fourth step draws the attention of the teacher to considering motivational issues either by giving grades to students or by underlining the fact that they will become more effective learners. Selecting materials and activities is the fifth step, as interesting materials and activities are able to change the whole course of training. As Nyikos (1996) also mentions, since the focus of attention is on learner autonomy, the presentation of the strategies should not be teacher or lecture oriented; activities which enable students to be involved in the process of strategy training should be chosen. Step six, “completely informed training” refers to informing the students about the value of the strategy, how it can be used and how it can be transferred to other tasks. It also includes the evaluation on the part of the learner, which can also be categorized under step seven, evaluating the strategy training. Evaluation must be done both by the learners themselves about the strategies and the teachers themselves about the strategy training. The final step, revising the strategy training, is an inevitable extension of step seven (Oxford, 1990).

The instructional model named The Cognitive Academic Language Learning Approach (CALLA), developed earlier by Chamot and O’Malley (1986 as cited in O’Malley & Chamot, 1990) is more detailed and precise than what Oxford suggests in her model; yet, both models have many points in common. This study benefits

from both models but its main frame of reference for the strategy training and lesson plans is CALLA.

As reported by Allen (2003), CALLA emerged as a result of Chamot and O'Malley's interest into learning strategies and their desire to help learners and teachers in developing awareness of learning strategies. In fact, CALLA integrates content topics, academic language development and learning strategies to meet the academic needs of students with limited proficiency of English (O'Malley & Chamot, 1990). The CALLA model provides explicit instruction in learning strategies. Chamot et al. (1999, p. 7) maintain that the theoretical framework of CALLA is "a social-cognitive learning model that emphasizes the role of students' prior knowledge, the importance of collaborative learning, and the development of metacognitive awareness and self-reflection." CALLA designers consider learning as an active, constructivist process where learners choose the input, link it to their prior knowledge, retain the significant parts, benefit from the information in the best possible way and evaluate the outcomes of their efforts for learning (Chamot et al., 1999).

The CALLA design has five stages combining content, language and learning strategies, which do not have to be followed in a strict order:

- Preparation
- Presentation
- Practice
- Evaluation
- Expansion

The preparation stage focuses on the activation of learners' background knowledge about the content and the strategies appropriate to what students need to learn. The presentation stage is the point where teachers explain, demonstrate and model the strategy being introduced. The next stage, practice, goes hand in hand with the presentation stage as the students practice the presented strategies. The fourth phase, evaluation, is a significant part for developing learner autonomy as students find the opportunity to self-evaluate the strategies and their own performance. The final stage, expansion, is essential to encourage students to transfer this knowledge in a specific strategy to other subject areas or to real life situations.

As the CALLA design depends on the idea that the goal of strategy instruction is to assist students in controlling their own learning, the first step to be taken is to overview the beliefs of both students and teachers about learning and the classroom context, since these beliefs and the context has a great impact on the effectiveness of the strategy instruction (Chamot et al., 1999). Thus, teachers need to create an atmosphere for raising the consciousness of the learners on their responsibility for their own learning. In addition, teachers must really believe that all students can learn supplied with the necessary means and atmosphere for learning (Chamot et al., 1999). Teachers must also be ready to share some of the responsibility and control with the students.

According to the *Learning Strategies Handbook* (Chamot et al., 1999), there are many factors that can affect the success of strategy training. One of them is the language of instruction. The classroom discussions about strategy use is difficult in the target language for beginner students, therefore classroom teachers need to decide on the language of instruction. If the classroom shares a common first

language, teachers can use this native tongue where necessary (Chamot et al., 1999). Another important factor is the students' awareness about the fact that there is no best strategy and that different people use different strategies at different times and the learners should discover the strategies that work better for them (Chamot et al., 1999). However, it would not be reasonable to expect learners to start using the strategies appropriately immediately after the instruction. They may need further help and guidance from the teacher. Therefore, after evaluating students' strategy use, scaffolding the strategy instruction, i.e. providing further help to the students about the strategy use, is necessary. If students have trouble in applying a particular strategy, teachers can provide more support by reminding them of some of the important points and providing more practice opportunities (Chamot et al., 1999). In fact, the instruction model in CALLA is cyclical and leads to learner independence step by step starting from a vast teacher responsibility and ending with a limited role on the part of the teacher. The opposite is also true for the learner. At first, the learner is passive and towards the end of the cycle, the learner starts to assume more responsibility. The following figure taken from *The Learning Strategies Handbook* (Chamot et al., 1999, p. 43) illustrates the shift of responsibility from teacher to learner:

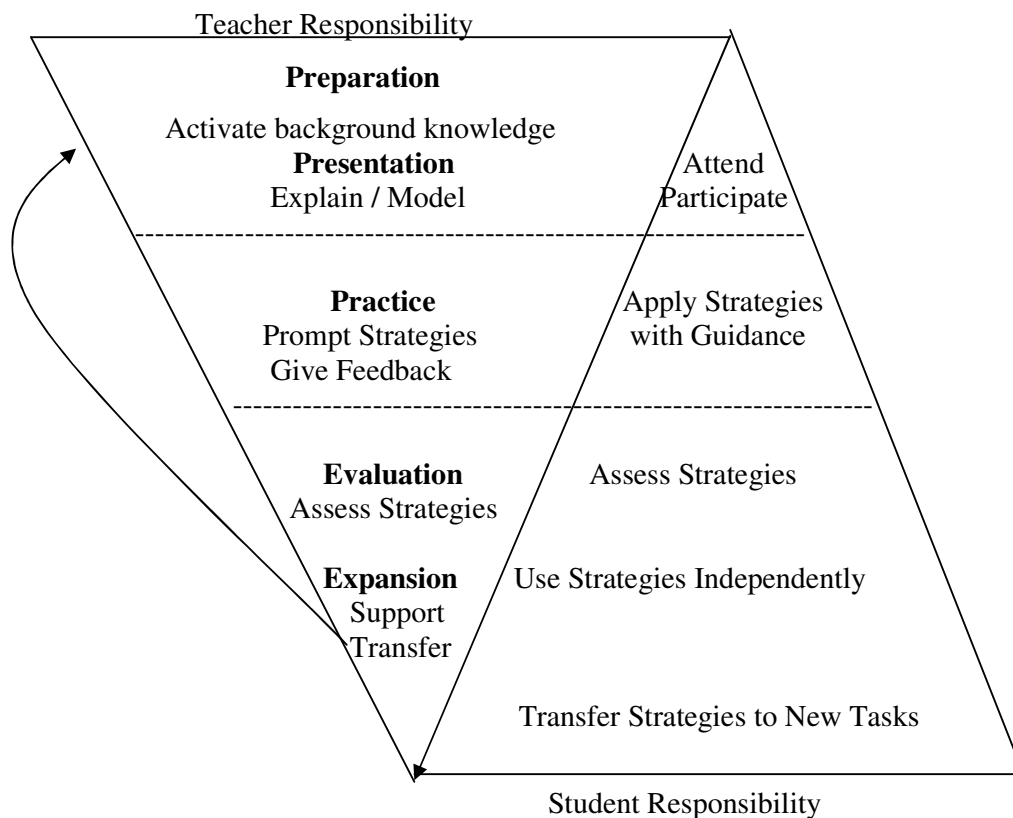


Figure 1. CALLA framework for strategy instruction (adapted from El-Dinary, 1994 as cited in Chamot et al., 1999, p. 46).

For the success of the strategy training, selecting initial strategies to teach is important as well. Chamot et al. (1999) suggest starting with the simplest strategies that students already know and going towards the more challenging ones. Strategies that could help students in the specific areas in which they have problems would also prove useful. Teachers should also take into consideration their own opinions regarding the strategies. They should choose strategies they really believe in so that they may get confident enough to persuade the learners (Chamot et al., 1999).

After exploring learning strategies and their rationale together with models of strategy training, now is the time to focus on the main topic of this study: vocabulary learning strategies. Next section will explore the definition,

classification and types of vocabulary learning strategies together with the research in the field.

Vocabulary Learning Strategies

A strategies approach to vocabulary learning has aroused much interest in recent years with the focus on learner-centeredness. In fact, what Rivers (1983, pp. 127-128) once wrote goes along with the current understanding of vocabulary learning:

Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and expressed in all manner of associations (visual, auditory, kinesthetic, tactile, olfactory if one wishes), but ultimately it is learned by the individual. As language teachers, *we must arouse interest in words* and a certain excitement in personal development in this area ... We can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way.

So as to answer the question what vocabulary learning strategies are, Schmitt (1997, p. 203) adopts Rubin's definition of language learning strategies - "The process by which information is obtained, stored, retrieved, and used"- and reaches the following definition: "Vocabulary learning strategies could be any which affect this rather broadly defined process." On the other hand, rather than arriving at a definition, Nation (2001, p. 217) describes the characteristics of strategies and asserts, "To deserve the attention from a teacher a strategy would need to: 1) involve choice, that is, there are several strategies to choose from, 2) be complex, that is, there are several steps to learn, 3) require knowledge and benefit from training,

4) increase the efficiency of vocabulary learning and vocabulary use.” Synthesizing these notions, Catalán (2003, p. 56) gives a more detailed definition for vocabulary learning strategies:

Knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students a) to find out the meaning of unknown words, b) to retain them in long-term memory, c) to recall them at will, and d) to use them in oral and written mode.

In addition to different definitions or explanations for vocabulary learning strategies, there have also been many attempts to categorize vocabulary learning strategies. Gu and Johnson (1996) identified two main categories of vocabulary learning strategies as metacognitive and cognitive and divided them into six subcategories: guessing, using a dictionary, note-taking, rehearsal, encoding and activating. Schmitt (1997) developed an extensive taxonomy and organized it around Oxford's (1990) social, memory, cognitive and metacognitive strategies. He suggested one other category called determination strategies, which include using cognate knowledge, referring to reference works and inferring meaning from context (see Table 1 below). Schmitt (1997) also distinguished discovery strategies, strategies for gaining initial information about a new word, and consolidation strategies, those used for remembering that word. That is to say, the taxonomy of vocabulary learning strategies developed by Schmitt (1997) was organized according to the Oxford system and incorporated a discovery/consolidation distinction. The

following table (taken from Schmitt 2000, p. 134) illustrates some of the strategies that exist in the comprehensive taxonomy of Schmitt (1997).

Table 1

A Sample of Schmitt's Taxonomy of Vocabulary Learning Strategies

Strategy group	Strategy
<i>Strategies for the discovery of a new word's meaning</i>	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase or L1 translations of new word
SOC	Ask classmates for meaning
<i>Strategies for consolidating a word once it has been encountered</i>	
SOC	Study and practice meaning in a group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use keyword method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say the new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study over time

What Nation (2001, p. 218) proposed as taxonomy has a more general overview of strategies separating “aspects of vocabulary knowledge (what is involved in knowing a word) from sources of vocabulary knowledge, and learning processes.” Thus, Nation divides vocabulary learning strategies into three general classes: planning (choosing what to focus on and when to focus on it), sources (finding information about words) and processes (establishing knowledge). In spite of the fact that taxonomies are useful in clarifying and categorizing the available strategies, as Fan (2003) asserts, there is in fact no perfect classification in terms of strategies, since one particular strategy may fall into different categories in different classifications.

In fact, conducting his study, Fan (2003), whose questionnaire and categorization is adopted with slight changes in this study (for the details see Chapters III and IV), grouped vocabulary learning strategies in a different way so that he can get a better idea into the specific groups created around specific strategies which were objects of his study. He was interested in finding out how students managed their vocabulary learning, how they exploited the resources, how they used guessing and dictionary strategies to discover the meaning, how they committed words to memory and how they consolidated meaning. In other words, his grouping was made according to his interest areas. He created nine categories which goes as follows: management (including metacognitive strategies), sources (as they are important in encountering new words, but they are not usually taken into consideration), guessing, dictionary (both used for establishing meaning), repetition, association, grouping, analysis (these four strategies refer to memory strategies) and known words.

There is one other distinction made by Schmitt (1997, 2000) between deep and surface processing of words. Word lists and rote memorization are shown as examples of surface level strategies; keyword method and forming associations have been cited among those deep processing strategies. As Schmitt (1997) reports, studies in cognitive psychology show that effective learning occurs through deeper manipulation of information. Although forming associations and keyword method have been shown to be effective in vocabulary retention, Schmitt (1997) reminds us that research shows word lists and rote repetition can also be helpful.

After surveying the different categories proposed for learning strategies, now it will be wise to turn to the research findings about vocabulary learning strategies as summarized by Schmitt (1997). Schmitt's (1997) first generalization from earlier studies is that learners are usually conscious about the significance of vocabulary and they use more strategies for vocabulary learning than they do for other aspects of language learning. Second major finding is that learners present a tendency to use 'mechanical' strategies like memorization, note-taking and repetition more than the complex strategies like guessing, imagery and keyword technique. Third, good language learners direct their own vocabulary learning process and use more strategies compared to the poor ones. These generalizations from earlier research are significant in terms of a comparison of their findings with those of this one, which will be made in the last chapter.

After a general look into the vocabulary learning strategies, now it is time to examine closely the literature concerning the groups of strategies focused on in this study.

Discovery Strategies

Strategies for gathering information about a new word are called discovery strategies (Schmitt, 1997). Determining the meaning that is appropriate to the situation from various different sources is an important first step towards the retention of that word. When learners do not know a word, they will find out its meaning by guessing from the structure, from L1 cognate, from context, by using reference materials, or by asking someone else. Owing to the fact that social discovery strategies (e.g. asking teacher for a synonym, paraphrase, or L1 translation of new word and asking classmates for meaning) do not need any further training, this study focuses on two crucial discovery strategies: guessing from context and dictionary use.

Although guessing from context and dictionary use are deemed as strategies in contrast to each other, in fact they are complementary strategies. The study conducted by Knight (1994) showed that learners who benefited from both guessing through context and a dictionary learned more words and had a higher level of recall after two weeks. Her study also indicated that low verbal ability participants made use of the dictionary more than high verbal ability students whereas those with higher verbal abilities benefited more from contextual guessing. In fact, these findings as to the different tendencies of students with different abilities justify the attempts to provide strategy options to learners. In short, the discovery strategies chosen for the strategy training in this study both support each other and conform to the major aim of the strategy training.

Guessing from Context

Guessing the meaning of an unknown word from context is a strategy that has been accorded much importance in recent decades. For example, Nation (2001) regard it so highly that in his view, guessing from context should come at the top of any list of vocabulary learning strategies, because this strategy which makes it possible to learn words incidentally enables learners to increase their vocabulary a great deal. This point is supported by the claim that huge number of vocabulary items cannot be acquired solely by intentional learning, as discussed earlier. In addition, if the number of low frequency words in English is kept in mind, the need for guessing strategies becomes self-evident, because it might not be possible for the second language learners to know all those words. In that case, they benefit from guessing from context to find out the meaning of the word. Therefore, Nation (2001) asserts, guessing from context deserves enough teaching and learning time. In addition, as learners have to process a word deeply in order to guess its meaning, this strategy is also considered to help retention of a word (Schmitt, 1997).

Despite the benefits associated with guessing from context, there is also a counter-argument claiming that it has certain disadvantages like being uncertain and thus not being successful in every occasion due to possible lack of enough cues (Laufer, 1997; Nagy, 1997). Another problem concerning guessing is the overemphasis placed on this strategy: “The learner who has been taught there is no need to understand the precise meaning of words may retain satisfied with whatever makes sense in the context” (Laufer, 1997, p. 31). In addition, Nation and Coady (1988) indicate that it is less likely for the learners to learn the word guessed in context, as they are able to understand the text without knowing the word. In other

words, guessing from context may not work in every occasion if the contextual cues are lacking and it risks being overstated by the learners that they do not care about expanding their vocabulary size any more.

Although there is no conclusive agreement on the role played by guessing from context in vocabulary acquisition, there is a widely acknowledged fact in the literature about guessing meaning from context: in order to be able to guess the meaning of an unknown word, learners must have a threshold vocabulary, consisting of 3,000 most common word families (Coady, 1997). That is, if the students do not know the threshold vocabulary, they will fall into the trap of “beginner’s paradox” (Coady, 1997; Laufer, 1997) and thus will not be able to acquire new vocabulary incidentally from context.

In order for learners to benefit from guessing strategies, Clarke and Nation (1980, as cited in Nation, 1990, 2001) proposed a five-step inductive procedure. They combined the various types of cues for guessing that exist in the literature under a systematic procedure. The stages of this trial-and-error approach, which enables the justification and elaboration of the guess, can be seen below:

Step 1- Decide on the part of speech of the unknown word.

Step 2- Look at the immediate context of the word, simplifying it grammatically if necessary.

Step 3- Look at the wider context of the word, that is the relationship with adjoining sentences or clues.

Step 4- Guess

Step 5- Check the guess.

Is the guess the same part of speech as the unknown word?

Substitute the guess for the unknown word. Does it fit comfortably into the context?

Break the unknown word into parts. Does the meaning of the parts support the guess?

Look up the word in the dictionary.

(Nation, 2001, p. 257).

As the above extract displays, Clarke and Nation (1980, as cited in Nation, 2001) recommend examining first the part of speech, second the immediate context, third the wider context. After guessing using these cues, they recommend checking the guess following a few more steps. As this model provides a well-organized structure, the strategy training given in this study followed it.

To conclude, the literature on guessing the meaning from context seems to include contradictory claims. Although there are claims that guessing does not help the retention of word, the benefit of guessing from context for being able to compensate for the unknown low-frequency words seems to be quite essential, which justifies the selection of this strategy for the three-week treatment in this study.

Dictionary Use

Dictionary use is the other discovery strategy students are trained during the three-week treatment process in this study. Dictionaries, being great sources of information, can be used for different purposes: for comprehension (listening and reading), for production (speaking and writing) and for learning (Nation, 2001; Scholfield, 1997). In fact, dictionary use is a complex process and requires certain skills, as noted by several researchers (Scholfield, 1982; Summers, 1988). The skills

that need to be developed are closely related to the purposes a dictionary is used for. Nation (2001) identifies different skills associated with different purposes. For receptive use, learners need to 1) get information from the context where it occurred 2) find the dictionary entry 3) choose the right sub-entry 4) relate the meaning to the context and decide if it fits (Nation, 2001, pp. 285-286). For productive use, learners need to 1) find the wanted word form 2) check that there are no unwanted constraints on the use of the word 3) work out the grammar and collocations of the word 4) check the spelling or pronunciation of the word before using it (Nation, 2001, pp. 287-288).

Yet, research (Béjoint, 1981, as reported in Nation, 2001) indicates that learners do not benefit from all the information in their dictionaries. It is a common observation that in general Turkish EFL students who are accustomed to using mini, pocket size, bilingual dictionaries seem not to know what more complex dictionaries have to offer. Even if they somehow use the dictionary for comprehension purposes, they are not usually aware of how to benefit from dictionaries for production purposes. However, the importance of dictionaries for EFL learners cannot be ignored, as research (as reviewed in Gu, 2003a) has indicated the usefulness of dictionaries for EFL/ESL learners. For instance, Summers (1988) discovered that reading comprehension was improved significantly via dictionary use. Summers (1988) also points out that dictionary is a powerful tool for the student and non-native teacher to discover the various uses of language and to produce accurate language, especially in writing. Besides, dictionary use supports learner autonomy, as learners can make use of their dictionaries to find answers to the questions in their minds in the absence of a teacher. Therefore, a large amount of classroom time

should be spent on dictionary use so that learners benefit from dictionaries through discovering what sorts of information are available in dictionaries and have control of the skills related to dictionary use (Nation, 2001). This is why this strategy is among the strategies focused on during the trainings.

Consolidation Strategies

Once discovering the meaning of an unknown word, learners need to make an effort to remember that word using consolidation strategies, which are categorized into four: social, memory, cognitive and metacognitive (Schmitt, 1997). However, as this study concerned itself only with the recording strategies, namely vocabulary notebook and the related strategies, this section will only concentrate on them.

Recording Strategies

Vocabulary notebook is a strategy selected for training in this study, which is important in terms of the occasion it provides for the mostly meaningful repetition of new words. Fowle (2002) thinks that using vocabulary notebooks is a way of personalizing what has been taught and that the learners should consider vocabulary notebooks as a 'personal dictionary'. However, keeping a vocabulary notebook cannot be taken as a single strategy, as many other strategies could be used while keeping a vocabulary notebook. That is, keeping a vocabulary notebook does not exclude the other useful and important consolidation strategies rather it complements them. In fact, Schmitt and Schmitt (1995) advise integrating a variety of different vocabulary learning strategies into vocabulary notebook. Thus in this study, together with vocabulary notebook, other strategies, i.e. linking words to pictures, relating words to one's own life, grouping and semantic mapping were taught. As mentioned by Fowle (2002), cognitive strategies like written repetition and taking notes are also

used while keeping a vocabulary notebook. In addition, vocabulary notebooks entail metacognitive strategies like testing oneself and studying a word over time (Fowle, 2002). In fact, vocabulary notebook provides the opportunity for learners to spend more time and energy to vocabulary learning combining various different strategies. The time devoted to vocabulary learning is crucial as Schmitt and McCarthy (1997, p. 3) maintain: “The more energy a person expends when manipulating and thinking about a word, the more likely it is that they will be able to recall and use it later.”

As there is no best way of keeping a vocabulary notebook, learners may choose what is appropriate to their learning styles. They may benefit from different organizational methods. They may follow an alphabetical order or they may organize their vocabulary notebook according to functions and/or content. While they may combine all these organization methods, they may also stick to a single one. Likewise, they may keep the entire notebook using only one strategy or combining different strategies described below.

Relating words to pictures is one of the strategies that could be used in recording words. Research shows that linking words to pictures or images is more effective than writing word L1 equivalents of words (Kopstein & Roshal, 1954; Webber, 1978 as reported in Schmitt, 1997). For this end, learners can pair the new words they have learnt by drawing pictures or cutting and pasting pictures from ready-made sources into their vocabulary notebooks. However, this does not mean that learners should avoid writing L1 equivalents of words totally. Native tongue equivalents of words may also be used as an alternative strategy especially at the first encounter with the foreign language (Nation, 2001; Schmitt & Schmitt, 1995).

Connecting a word to a personal experience is also an important strategy for the retention of a word, since some people learn best if they link the new words to their own feelings, movements or characteristics (Scharle & Szabó, 2000). As a case in point, learners can connect a word like *snow* to a memory from childhood about snow to remember it easily (Schmitt, 1997).

Grouping is another strategy that helps the retention of words, as research (reported in Schmitt, 1997) have shown that people have a natural tendency to group words in their minds. If the words are grouped prior to memorizing, they are kept in mind better. Earlier studies reported in Schmitt (1997) have indicated that the words grouped on a page in a kind of pattern also help recall.

Semantic mapping is another related recording strategy defined by Heimlich and Pittelman (1986, p. 1) as “a categorical structuring of information in graphic form.” It depends on the notion that people learn by relating the new information to their prior knowledge. By drawing semantic maps, students activate their own knowledge base and build new bits of information on it. Heimlich and Pittelman (1986) assert that through these diagrams of words, students see the relationship between and among words. As semantic mapping requires a deeper mental processing of new and old words, it may facilitate the recall of words.

The time allocated for strategy training in this study did not allow explicit training in word cards, so they were only mentioned briefly as important vocabulary learning strategies that aid recall, as they could be important tools in learning different aspects of words if prepared with rich information. However, with the individual initiation of the teacher, they were implemented separately during one regular class meeting, because the teacher reported that she thought the same pattern

used in the word cards could also be used in the vocabulary notebooks. The examples below taken from Schmitt and Schmitt (1995, p. 138) both present the way word cards could be prepared and illustrate some of the above mentioned strategies like semantic mapping and linking words to pictures:

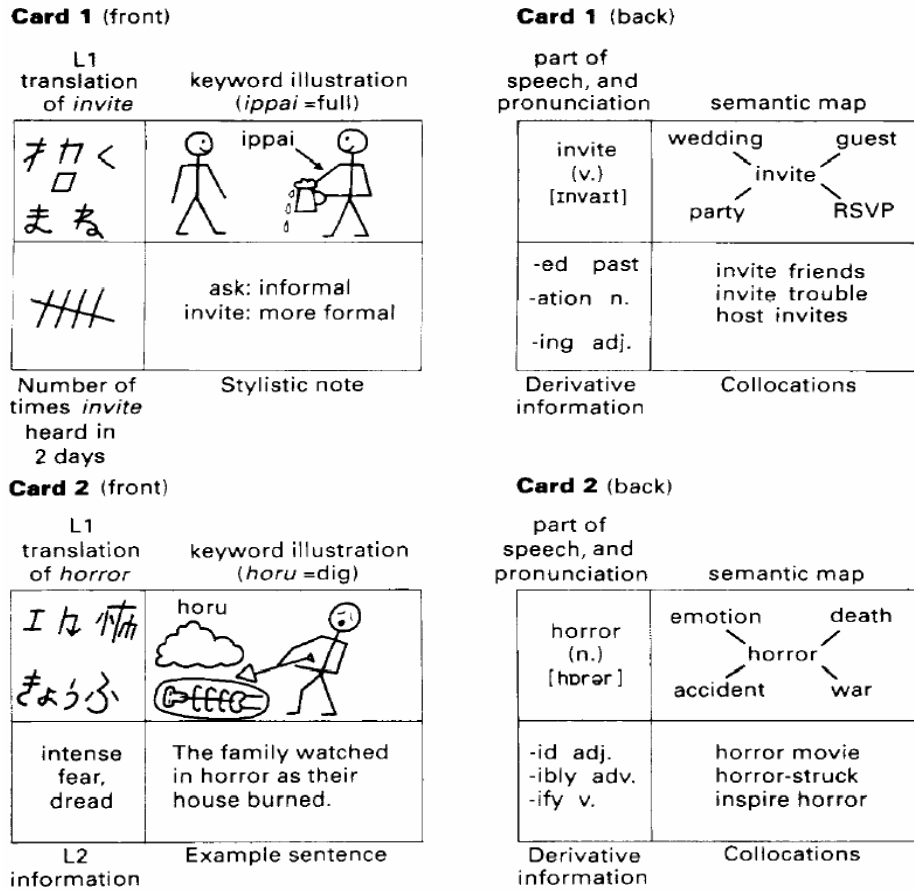


Figure 2. Sample Word Cards

In an attempt to give teachers ideas for helping their students keep a pedagogically sound vocabulary notebook, Schmitt and Schmitt (1995) make a list of eleven principles concerning memory and vocabulary acquisition coming from research findings and then base their advice on these principles. They suggest using

word pairs as an initial step towards learning words and then enriching them in time by adding new information about the words and rehearsing them from time to time. Schmitt and Schmitt (1995) also suggest that teachers collect and review vocabulary notebooks from time to time to check and give extra support if necessary.

Vocabulary notebooks are thus a way to combine various different strategies in order to benefit from them simultaneously. It is also a means for learners to discover their own learning styles and the strategies that work best for them. It might thus be concluded that other than developing word knowledge, vocabulary notebooks serve a much wider goal: learner independence. As evidenced by the research findings of Fowle (2002, p. 387), vocabulary notebook may act as “an effective tool for exposing learners to a variety of vocabulary learning strategies, as well as promoting learner independence in ways which were both meaningful for the learners and manageable for the teachers.”

Vocabulary Learning Strategies Research

The field of vocabulary learning strategies has suffered from a lack of interest as asserted by Schmitt (1997), who maintains that “The research which has been done on vocabulary learning strategies has tended to deal with individual or small number of strategies, with very few studies looking at the group as a whole” (p. 199). This seems to be true when the research on interventionist vocabulary learning strategies is considered. They are more oriented towards investigating the effectiveness of one or more strategies in terms of word retention (some of which are Altun, 1995; Brown & Perry, 1991; Hulstjin, 1997; Knight, 1994; Raif, 1999). There has only been one recent study looking at the whole group of vocabulary learning strategies instruction in literature conducted by Rasekh and Ranjbery (2003) in an

EFL context. It investigated the effects of explicit metacognitive strategy training on the development of lexical knowledge and after a ten-week treatment process, found out that explicit metacognitive strategy instruction had a significant positive effect on the vocabulary learning of EFL learners.

After some time into studies investigating the effectiveness of certain strategies on word retention, there has been an interest to find out what learners do, rather than what they should do in terms of strategy use. Therefore, descriptive studies have started to investigate the reported and actual strategy use (some of which are Bozatlı, 1998; Fan, 2003; Gu, 2003b; Lawson & Hogben, 1996; Saltuk, 2001; Schmitt, 1997). Schmitt (1997), for example, focused on the relationship between strategy use and their perceived usefulness surveying 600 Japanese students and discovered that learners found some of the strategies they did not use as helpful, which he interpreted as a need for further training in these strategies. Fan (2003) also adopted a similar design and investigated the discrepancies among frequency of use and perceived usefulness of vocabulary learning strategies among 1067 Hong Kong university students. He reached a finding similar to Schmitt's (1997) as for the discrepancy between strategy use and usefulness: second language learners in his study did not use some of the strategies they found useful.

In addition, there have been studies exploring the relationship between specific vocabulary learning strategies and the learning outcomes (Ekmekçi, 1999; Gu & Johnson, 1996; Kojic-Sabo & Lightbown, 1999; Sanaoui, 1995; Şener, 2003). For instance, Sanaoui (1995) carried out a series of longitudinal case studies in both EFL and ESL situations and found out that there have been two approaches to vocabulary learning: structured and unstructured. Those who followed a structured approach

were more successful in learning. Gu and Johnson (1996) investigated the vocabulary learning strategies used by advanced EFL learners in China and found out that self-initiation, selective attention, and deliberate activation of newly learned words were closely related to both vocabulary size and general proficiency. In addition, contextual learning, dictionary, and note-taking strategies were also predictors of success, which seem to be a crucial finding for the current study since these strategies are the ones that were taught in the strategy training sessions.

Also, a small number of studies were conducted on the relationship between vocabulary learning strategies and individual factors such as gender (Catalán, 2003) and learning styles (Ehrman & Oxford, 1990; Gorevanova, 2000). Gu (2003a) reports the findings of earlier research, which show that females are more willing to use language learning strategies than males. Catalán (2003) also found out that the total number of strategies used by females were more than that of males.

However, there has been a gap in the literature about the effects of instruction in vocabulary learning strategies on the learning process, which justifies the very being of this study. Only one study conducted in the Turkish EFL context by Şahin (2003) concerned itself with investigating the effects of instruction in discovery strategies on reported strategy use and learner beliefs. She gave strategy instruction in discovery strategies over a period of six weeks to pre-intermediate level 58 preparation class students at Uludag University and found that strategy training had a positive effect on the strategy use and vocabulary learning although it did not change learner beliefs. However, as it did not include consolidation strategies in its training cycle and did not concentrate on the affective factors in the learning process such as learner attitudes, it fails to be a comprehensive study investigating the effects of

instruction on the process of language learning. Therefore, the current study will be a unique one in this respect.

Conclusion

In this chapter, literature on vocabulary learning, learning strategies, strategy training and vocabulary learning strategies have been reviewed. Basic concepts and key points that are important for the implementation of this study together with the related research have also been underlined. Next chapter will present the methodology of the study.

CHAPTER III: METHODOLOGY

Introduction

This study seeks to investigate the effects of instruction in vocabulary learning strategies on Afyon Kocatepe University preparation class EFL learners' reported use of strategies and their perceptions of usefulness. This study also attempts to find out the attitudes of participating students and their teacher towards strategy instruction.

This study investigating the effects of instruction in vocabulary learning strategies is conducted in Afyon Kocatepe University with the participation of 24 preparation class EFL learners and their teacher. In order to investigate its research questions, this study uses strategy training sessions, classroom observation, questionnaires, interviews and learning diaries. Data concerning strategy use gathered from pre- and post-questionnaires are analyzed quantitatively by using statistical procedures. Qualitative data are transcribed and used for interpreting the results. The following sections of this chapter will give detailed information concerning participants, instruments, data collection procedures, and methods of data analysis.

Participants

Participants are 24 pre-intermediate level preparation class EFL learners at Afyon Kocatepe University and their teacher. Two other preparation classes including 50 students in total, who were at the same proficiency level with the treatment group, also participated in the pilot trials of the questionnaire. One intact

group of pre-intermediate level students participated in the study because there was no other proficiency level available at the institution.

One volunteer teacher from Afyon Kocatepe University, who holds a BA in ELT and has three-year experience in teaching, participated in the actual study and gave the strategy trainings in question during her regular classes. The participation of an enthusiastic teacher, who sensed a need for strategy instruction, was significant for the instruction process because the relevant literature indicates that the attitude of the teacher influences the training process (Chamot et al., 1999; Oxford, 1990; Flaitz & Feyten, 1996). In addition, strategy training is to be incorporated into the regular syllabus in order to achieve its aims (see chapter II, p. 27) and a willing teacher could only give such an effort. Moreover, working with a volunteer teacher was necessary, as the training required the collaboration of the researcher and the teacher. The participating teacher and the researcher worked together long hours on revising the lesson plans. In addition to giving the trainings, the teacher participated in the interviews conducted by the researcher before, during and after the treatment.

After the participating teacher agreed to take part in the study, one of the classes she was already teaching was randomly selected. 24 young adolescent students, consisting of 13 males and 11 females, filled out the pre- and post-questionnaire forms during regular class meetings and returned them to the researcher. According to the bio-data gathered from the pre-questionnaire, only half of the students had an earlier experience of learning another foreign language.

After each strategy training session, volunteer or randomly selected students were interviewed. 16 students, consisting of seven males and nine females, participated in the interviews. Seven of them had undergone an English preparation

class at the high school. Participating students were also asked to keep learning diaries on a voluntary basis and eight students accepted to keep a diary. Two of them were male. Most of the students kept their learning diaries regularly until the post-questionnaire was given. They were set free in their decision to use Turkish or English while keeping their diaries. Three of them kept their diaries in English.

Instruments

The instruments used in this study consisted of pre- and post-vocabulary learning strategies questionnaires, three-week strategy treatment, classroom observation of the sessions in which strategy training was given via video-recording, interviews with the teacher and students, and learning diaries kept by the volunteer students. All of the instruments are further described separately below, but the following graphic illustration may give a clear picture into the order of the instruments used in this study (in the figure below, ‘T’ refers to the teacher and ‘R’ stands for the researcher):

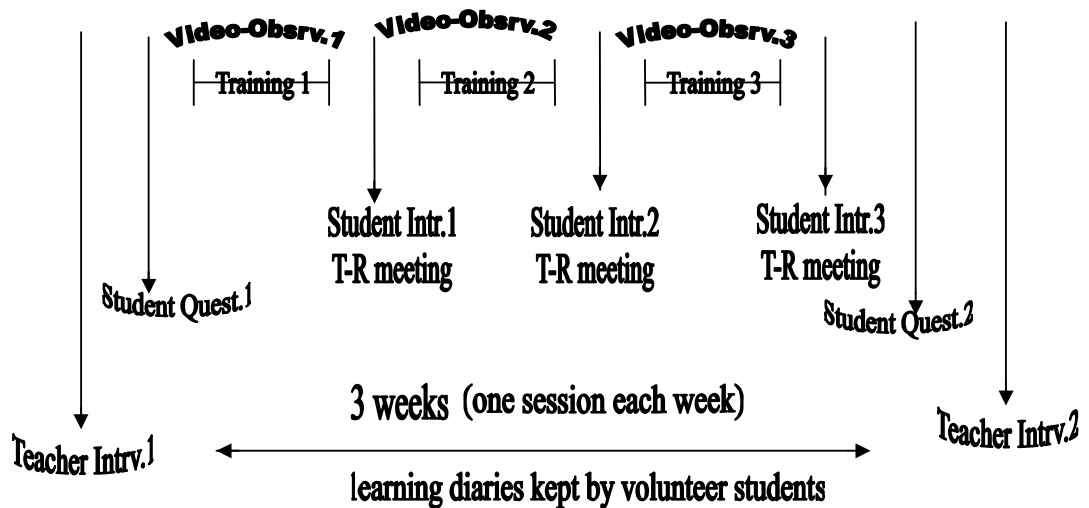


Figure 3. Research Design

Vocabulary Learning Strategies Questionnaire

A vocabulary learning strategies questionnaire was used both before and after the strategy training to determine whether change occurred in terms of reported strategy use and perceptions of usefulness. This questionnaire was used to find a statistical answer to the first research question because of the quantitative data it offered and for the ease of administration it created for gathering data from the whole class (Cohen, 1998; Dörnyei, 2003).

The questionnaire used in the study (see Appendix A) was adapted from Fan (2003). The questionnaire developed by Fan (2003) was chosen partly because Fan's study explored the reported use and preferences of the students. The frame of reference in this decision to differentiate reported strategy use and preferences of strategies was the finding shown by an earlier research by Schmitt (1997): there is not always a one-to-one match between the use of strategy and learner ideas concerning the usefulness of strategies. In addition, in contrast to Schmitt's questionnaire, which included two scales consisting of yes and no, Fan's questionnaire used a 5-point Likert scale for both variables. 5-point Likert scale was preferred so that precise interval data could be gathered from respondents' judgments. Another reason for the adaptation of Fan's (2003) questionnaire was that it addressed all the aspects of comprehensive strategies like guessing and dictionary use via several items, which would give a complete picture about these strategies.

Fan's (2003) questionnaire originally included 60 items divided into nine sections as listed in Chapter II (p. 36). Nine items were eliminated from the original questionnaire in this study, because during the back-translation process, which is described below, it was found that some of the items repeated the same aspects of the

given strategies. Besides, 10 other relevant strategies included in the strategy training sessions like semantic mapping or keeping a vocabulary notebook, which were lacking in Fan's questionnaire but included in Schmitt's (1997) taxonomy, were added to make the questionnaire as comprehensive as possible (see Appendix A).

Fan's (2003) questionnaire was originally written both in English and Chinese. Yet, the proficiency level of the learners that participated in this study was well below the level of the English used in the original questionnaire. In order to prevent the negative effect that might occur due to the lack of proficiency on the part of learners, the questionnaire was translated from English to Turkish and was administered only in Turkish. Because back-translation is recognized as a more reliable way of translation (Kim & Lim, 1999), the questionnaire was translated into Turkish first. Then a colleague, who works as an English teacher at a private school in İzmir, translated the Turkish version of the questionnaire back to English. Necessary changes were made according to the comparison of the original questionnaire with the back-translated one. What is more, another vocabulary learning strategies questionnaire translated from Schmitt's (1997) questionnaire to Turkish (Şener, 2003) was used to compare the Turkish translations of similar items.

The structure of the original questionnaire developed by Fan (2003) was used at the first pilot trial of the questionnaire. Figure 4 below presents a small part of the original version of the questionnaire:

(A) How frequently do you use it ?	B) Do you think it is/may be useful?
1. never	1. not useful
2. seldom	2. not sure
3. sometimes	3. quite useful
4. often	4. very useful
5. very often	5. extremely useful

Section A: General 概括性

1. I plan my vocabulary learning. 我有計劃地學習英語生詞

(A) 1 2 3 4 5 B) 1 2 3 4 5

Figure 4. Original Questionnaire Format

However, after the first piloting of the questionnaire, it was seen that students had difficulty in understanding how to fill in the questionnaire, as they were to select from numbers 1 to 5 two times for each statement because they were to answer each statement according to both frequency of use and usefulness. Moreover, the questionnaire had turned into a thick pile of 11 pages at the first trial in this format. In order to prevent ‘questionnaire fatigue’, the structure was changed totally in line with Dörnyei’s (2003) practical advice on questionnaires. Different sections were combined and the questionnaire was turned into a chart where all the statements and Likert scale items could be seen clearly in a well-organized manner. A sample of the adapted structure of the questionnaire can be seen below:

	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	sometimes	often	very often	not useful	not sure	quite useful	very useful	extremely useful
1. I plan my vocabulary learning.										

Figure 5. Adapted Questionnaire Format

The second piloting of the questionnaire showed that students had no difficulty at all in answering the questionnaire. The duration of completing the questionnaire became less as well, perhaps because the thick questionnaire pile of the first pilot questionnaire had turned into a booklet in the second trial. Therefore, the format used in the second pilot study was used without any further modification both in the pre- and post-questionnaires (see Appendix A).

For the pre-questionnaire in the actual study, this adapted questionnaire including 61 items was used to determine the existing reported use of strategies and student beliefs about the usefulness of the strategies (see Appendix B). Yet, the background information preceding Fan’s (2003) questionnaire was changed totally to make the bio-data collected relevant for the purposes of this study. This background information part was placed at the end of the pre-questionnaire in order not to distract the attention of the learners before they started completing the questionnaire, as Dörnyei (2003) suggests. Students were asked only three biographical questions: which high school they graduated from to understand whether it was an English-medium one or not, whether they had undergone an English preparation class before and whether they knew any other foreign languages. These questions were important for the study in terms of gaining initial information about the learners’ history with

English or with any other foreign language. Knowing learners' experience of studying a foreign language was deemed important because the learners who had an experience with a foreign language may have already been exposed to vocabulary learning strategies explicitly or implicitly. In that case, their needs and expectations would be different. In other words, the point of bio-data questions was gathering information about the learners before the trainings started so that the instruction could meet the learner needs. There was also an open-ended question at the end of the questionnaire exploring whether there were any other strategies used by the students other than those included in the questionnaire not to leave out any possible existing strategy use that may not have been included when the questionnaire was developed.

As for the post-questionnaire, the same questionnaire adapted from Fan (2003) was distributed again in Turkish. Although the three-week strategy training did not cover all vocabulary learning strategies, the post-questionnaire included those strategies that were not taught explicitly during the training as well. The reason behind this decision was the possibility that students may have learnt some other strategies from each other during the classroom discussions at training sessions. Furthermore, their consciousness seemed to have been raised about vocabulary learning, which means strategy training might have created a change in their use and perceptions of metacognitive strategies, as well. Thus, in order to explore the possible side effects of strategy training, none of the items in the pre-vocabulary learning strategies questionnaire were omitted in the post-questionnaire. Yet, the background information section was omitted and an open-ended question inquiring the ideas of students on the strategies and strategy instruction was added.

Strategy Training Sessions

As the time allotted for this study as well as the heavy load of the current syllabus at the institution where the study was conducted did not allow long-term strategy training, instruction given in this study was limited to three sessions. For the strategy instruction to be relevant and beneficial for the students taking part in this study, the strategies that students may need were determined according to both the pre-questionnaire findings as to the less used strategies and teacher perceptions. As this study targeted introducing students to as many as strategies as possible, three different strategy groups were selected for the training sessions. First, the students would be taught how to discover the meaning of an unknown word, and then the ways to consolidate meaning would be presented. The first strategy training would be on guessing meaning from context, the second would be on using dictionary and the third one would be on recording strategies. However, this order had to be changed as indicated below. As for the instructions, the CALLA model (see Chapter II, pp. 28-32) was used. In order not to make presentation stage too long, presentation and practice steps were combined in the lesson plans (for a sample lesson plan, see Appendix H). While the lesson plans were developed, a number of fruitful resources were used (some of which are Butler, 2003; Ellis & Sinclair, 1989; Nation, 1994; Scharle & Szabó, 2000; Thornbury, 2002).

For guessing meaning from context, five-step model proposed by Nation (1990) was used (see Chapter II, pp. 40-41). To activate the background knowledge of students at the presentation stage, examples from Turkish about guessing were given. Then students were introduced with the concept of context. The next step was to present the students the word frequency information and how much they needed to

know to be able to guess from the context. After that, steps of guessing from context were presented and practiced. Students were also provided with some riddles so that they could have some fun during the training and see guessing was actually a part of their daily lives.

The point of dictionary training was to introduce the basic aspects of a dictionary, such as spelling, pronunciation, grammatical features, collocations, sample sentences, register, frequency information and so on, because it is a common observation of English teachers working in the Turkish EFL context that learners are ignorant about the dictionaries, except for mini bilingual dictionaries, which do not include many of the components of knowing a word (for the discussion on what it means to know a word, see Chapter II, pp. 11-13). Besides, the participating teacher's reports on her students' needs confirmed this claim, as she asserted that the learners were reluctant to use the monolingual dictionary in their hands. Therefore, during the training mainly the aspects specific to this monolingual dictionary were introduced so that students knew what was available in their own dictionaries. Students were also provided with the opportunity to practice via activities what the teacher had explained explicitly.

Since a vocabulary notebook can be kept by using several other vocabulary learning strategies, four different strategies were introduced together with the vocabulary notebook: linking words to one's own life, linking words to pictures, grouping and semantic mapping. Students were given the chance to practice each strategy separately in pairs or in groups. They were also shown some examples of vocabulary notebooks. The main point highlighted during this training was that there is no best way of keeping a vocabulary notebook. Different strategies were presented

so that students decided which ones were most beneficial for them. Other methods of recording vocabulary like word cards and sticking papers to real objects or walls were also discussed briefly (for the details of the lesson plan, see Appendix H).

As the teacher required the students to keep a vocabulary notebook before the trainings started as a result of a misunderstanding, the immediate need of the students emerged as getting ideas about how to keep a vocabulary notebook. Thus, the trainings started with recording strategies and the planned cycle from discovery to consolidation strategies could not be followed. This was the more logical option under the circumstances when the expert advice about starting the training with the most urgently needed strategy was considered (Chamot et al., 1999). After recording strategies, the students were trained in the guessing strategies and the training sessions came to an end with the training on dictionary use. Sessions of strategy training and the strategies which were focused on can be seen clearly from the table below:

Table 2

Sessions of Strategy Training

Session	Strategies Focused on
1 st session	Keeping a vocabulary notebook <ul style="list-style-type: none"> - Linking words to your own life - Linking words to pictures - Grouping - Semantic mapping
2 nd session	Guessing the meaning of unknown words from context
3 rd session	Dictionary use

Before the training sessions, the teacher and the researcher worked together on the lesson plans and modified them when necessary. During the trainings, the teacher followed the lesson plans and used the materials developed or adapted by the researcher. The decision to use which language as the medium of instruction was left to the teacher in line with the expert advice (Chamot et al., 1999). The teacher used English mainly as she did in her regular classes, but she explained the crucial points in Turkish as well in order to ensure that everything was clear in the minds of the students. Students were also set free to use the language they wished to use so that everybody could express their ideas, especially at the preparation, evaluation and expansion stages. Each training session took two class hours.

Classroom Observation

All the sessions in which strategy training was given was attended by the researcher to make sure the teacher followed the lesson plan as agreed upon and to get a feeling for the classroom atmosphere. The training sessions were also video-recorded for several reasons: First, it provided an occasion to inspect closely what had happened during the session afterwards. Second, it was possible to keep track of how students responded to the strategies they were taught via video-recording their non-verbal behavior (such as learners' facial expressions, gestures and so forth). Third, it created an ease of transcribing and analyzing the stages of the lesson in which students had reported the strategies they normally used and evaluated the strategies they had just learned. In fact, the effect of 'researcher's paradox,' which occurs when the researcher enters the classroom with a video-recorder in hand, was also considered (Allwright & Bailey, 1991). However, as the video-recordings were made with the consent of both the teacher and the students on condition that it would

be kept confidential, it could be claimed that the effect of the camcorder in class was tolerable. The video recording was also piloted in class both to familiarize the class with it and to organize its use in the class technically before hand. One direct benefit of the classroom observation for the training was the chance it created for revising the following lesson plans according to the real classroom situation.

Oral Interviews

In order to get a deeper understanding about the data gathered from questionnaires and classroom observations, structured individual oral interviews were conducted with a few students after each session. As the interviews were conducted a few hours after the training sessions, students' impressions and ideas of the training and their own strategy use were fresh. This way, the risk that students may make generalized statements about their strategy use or perceptions of usefulness was attempted to be prevented. At first, volunteer students were interviewed, then randomly selected students from the class were interviewed on condition that they agreed to participate in the interviews. The teacher was also interviewed before, during and after the strategy training process to determine her attitude towards strategy instruction and to gather data about her opinions on the training sessions.

At the beginning of each interview, all the participants were asked whether they would prefer using English or Turkish for the interview. The language they preferred was used as the medium of communication. The interviews were audio-recorded for the ease of transcription.

First, student interviewees were asked some biographical questions about their home cities, departments, and so on as a warm-up. Then they were asked to talk

about their general attitude towards learning English, their learning habits, etc. After that, they were asked strategy specific questions, whether they found the strategy in question useful or not, whether they were going to use the strategy that was focused on in the classroom, etc. The next series of questions were related to the process of strategy instruction, inquiring whether strategy training was beneficial for the student or not, what was interesting or confusing in the training, and so on (for a sample learner interview, see Appendix C). All the interview questions were intended to get a broader picture of the learner ideas on strategy use and strategy training.

As for the structured interviews with the teacher, they were more related to the instruction process from the viewpoint of the teacher. The interviews with the teacher served two purposes: getting her opinions on the strategy instruction to benefit from her observations and determining her general attitude towards the trainings. The general attitude of the teacher was attempted to be determined from the answers she gave to the indirect questions she was asked about the treatment (see Appendice E for the teacher interview questions and and Appendice F for a sample teacher interview).

Learning Diaries

To get an in-depth understanding of the learner ideas about the strategies they were taught and the training process, learning diaries were incorporated into the study, since learning journals provide more insights about strategy use by clarifying the statements made by learners in questionnaires or in oral interviews (Cohen, 1998). Because learning diaries are usually composed of reports of retrospective experiences with strategies, they also avoid the risks of making generalizations about strategy use as in the questionnaire items. Through learning diaries, it is also possible

to see the change in learner opinions during the treatment. In addition, in this study as the teacher agreed to incorporate the strategy training into the regular syllabus as much as she could, learning diaries would supply data about the learner views on the lessons where strategies were used or practiced other than the strategy training sessions. One other benefit of learning diaries would be reaching the opinions of the introvert students, who did not express their opinions during the sessions or interviews (Cohen, 1998).

Participating students were asked if they would volunteer to keep learning diaries about the strategies they were being taught and their experience with using those strategies. Eight students volunteered to keep diaries. They were allowed to keep the diary either in English or in Turkish. Five of them kept diaries regularly and reported the strategy training sessions as well as their ideas about them. To guide the students in keeping their learning diaries, they were supplied with an information sheet explaining what they were expected to report. In addition, with the permission of the learners, the diaries were collected each week to check whether the learners were going on the right track. In fact, learner performance in terms of meeting the goals of learning diaries was more than expected. Students seemed to take the task seriously and expressed their opinions sincerely. Some of the female students enjoyed keeping learning diaries so much so that they wrote long and detailed reports of both the training sessions and their feelings and ideas. Obviously, they had enjoyed reflecting on their own learning process. That was why they were so enthusiastic about keeping diaries. In short, while learning diaries became valuable data sources for this study, they also provided the learners with the opportunity to reflect on their own learning.

Data Collection Procedures

In late November, the purpose of this study together with its research design was explained to the instructors of English at Afyon Kocatepe University, where the study would be conducted. The welcoming attitude of the instructors for the study with the assertion that this was just what their students needed gave a stimulus to conduct the study. After that, permission for conducting the study at one preparation class with the contribution of an English instructor was taken from the director of School of Foreign Languages. Then, one instructor, who expressed that her students needed such training, was asked to participate in the study and she accepted. Then the first piloting of the pre-questionnaire was done in her classroom in early January. Then, the questionnaire was modified in line with learner reactions during the first pilot study. In early February, the questionnaire was piloted for the second time. As no problems were encountered during the administration of the pilot questionnaire this time, it was administered as it is for the actual study on February 10th. Then a preliminary analysis of the actual pre-questionnaire was done and the lesson plans, that had already been developed roughly, were adapted to the learner needs. Before the trainings started, the teacher was also pre-interviewed. Then the cycle of strategy training began. Two class hours were devoted for each strategy training session for three weeks. After each session, four or five students were interviewed. The teacher and the researcher also met for exchanging ideas about each training session. After the trainings came to an end, the post-interview with the teacher was conducted. The teacher gave the post-questionnaire two weeks after the training sessions so that students could have some time to try the strategies they were taught.

The interview data were transcribed and translated immediately after they were conducted. Meanwhile, the data gathered from the questionnaires were entered to the computer program called Statistical Packages for Social Sciences (SPSS 11.5). After that, the statistical analyses of the data were made via descriptive statistics and paired-samples *t*-tests. Then, the relevant parts of classroom observation were determined and transcribed. The learning diaries and the open-ended section of the post-questionnaires were also analyzed. The data analysis had been completed by late April.

Methods of Data Analysis

For the analysis of the quantitative data, first, questionnaire items were grouped around eight categories following Fan's (2003) categorization for the most part. Then, answers to each item both in the pre- and post-questionnaire were entered into an SPSS 11.5 file. Later on, means and standard deviations for pre- and post-questionnaires were calculated separately both for frequency of use and perceptions of usefulness. After that, descriptive statistics were used to compute overall, categorical and individual means and standard deviations. After the overall and categorical means were gathered, paired-samples *t*-tests were run to compare pre-treatment and post-treatment means both on an overall and categorical basis. Finally, individual means for each strategy item were rank ordered both for frequency of use and perceptions of usefulness so that the possible discrepancies between both frequency and perceptions as well as pre- and post-treatment questionnaires could be seen on the individual level.

For the analyses of the qualitative data, the notes taken during and after the classroom observation were read and the relevant parts were underlined. Then,

video-recordings of the training sessions were watched, and the sequences in which students were describing their own strategy use or evaluating the taught strategies were determined. These relevant sequences were transcribed only roughly as in regular orthography, as the purpose of transcriptions was not examining learner language, but finding out the learner opinions on strategies. Then they were translated into English, as the majority of the students preferred to speak in Turkish. The sequences taken from the students who spoke in English were written in italics in all of the transcriptions. The names of the students were changed so that their identities were not made public. In addition, utterances of students are given in a decontextualized manner when they are quoted in the data analysis chapter for the presentation of the relevant parts of qualitative data, since the focus here is not reconstructing learner language.

Another step in analyzing qualitative data was listening to the tape-recordings of the interviews and transcribing them. They were transcribed in standard orthography in the same manner as in the video-recordings for the same purposes and were given in a decontextualized way. Full transcriptions of sample learner and teacher interviews are available in the Appendices D and G. Then they were translated to English, if they were conducted in Turkish (see Appendices C and E). The translations were message-oriented; so gap fillers and false starts encountered in the utterances of interviewees were mostly neglected in the translations. The utterances of those who spoke in English were written in italics in the direct quotations from learner interviews. Again, to keep student identities confidential, students were given new names. Finally, the utterances were grouped around different topics.

One other step was examining the learning diaries kept by the volunteer students. They were read and the relevant parts were highlighted with different colored pens according to their topics. Then those that were written in Turkish were translated to English. In the quotations from learning diaries below, the sections taken from the diaries kept originally in English are written in italics. Finally, the open-ended section of the post-questionnaire where students expressed their opinions were analyzed. They were grouped according to their content and then were translated to English. The names of all participant students were changed with new names in this study.

Finally, the information gathered from qualitative and quantitative data sets were related to each other to get a more comprehensive picture into the effects of instruction in vocabulary learning strategies.

Conclusion

This chapter on methodology summarized the purpose of the study and restated the research questions. It also provided detailed information about the participants, instruments used, research procedure and the methods of data analysis. The next chapter will present the results of data analysis.

CHAPTER IV: DATA ANALYSIS

Introduction

This study investigated the effects of instruction in vocabulary learning strategies on Afyon Kocatepe University preparation class EFL students' reported strategy use and their perceptions of usefulness. It also explored the attitudes of both learners and their teacher towards strategy training. One class of 24 students and their teacher at Afyon Kocatepe University participated in the actual study in which strategy instruction was given. The effects of three-week treatment were explored through questionnaires, interviews, classroom observation and learning diaries. Questionnaires were given to all 24 students before and after the treatment. A pre-questionnaire was used to determine the existing strategy use and perceptions of usefulness. A post-questionnaire inquired the subsequent use and perceptions of students concerning vocabulary learning strategies. Interviews were held with both the students and the participating teacher. Volunteer students kept learning diaries about the vocabulary learning strategies and the strategy training. To analyze the results of the quantitative data, SPSS 11.5 was run. The results of the statistically analyzed data were related with the qualitative data.

This chapter analyzing data will be divided into two parts. In the first part of this chapter, the analysis of quantitative data gathered through pre- and post-questionnaires will be presented. The analysis will be made in three sections. The first section will introduce the results of the pre-questionnaire and present the existing reported strategy use and perceptions of usefulness before the treatment. The

second section will demonstrate the subsequent reported strategy use and perceptions of usefulness through an analysis of the post-questionnaire. The third section will compare the results of the pre- and post-questionnaires through paired-samples *t*-tests. The second part of this chapter will analyze the qualitative data gathered from classroom observations, interviews, learning diaries and open-ended questionnaire items. Thus, it will present learner reactions to strategies that were focused on during the training sessions in addition to the learner and teacher attitudes towards strategy instruction.

Quantitative Data

Quantitative data of this study is composed of the data gathered from pre- and post-vocabulary learning strategies questionnaires. Items in the questionnaires were designed on a five-point Likert-scale and they were given values from 1 to 5. Respondents indicated both their frequency of use and their ideas of usefulness about the strategy in each item. Statements of 'frequency of use' were scored as 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, 5 = Very often. The 'usefulness' items were scored as follows: 1 = Not useful, 2 = Not sure, 3 = Quite useful, 4 = Very Useful, 5 = Extremely Useful. The reliability of the questionnaire was found to be .94 using Cronbach's alpha coefficient of internal consistency.

This section devoted to the analysis of quantitative data will be divided into three sections. The first section will examine the results of pre-questionnaire, the second section will deal with the analysis of post-questionnaire and the last section will compare the results of these two questionnaires to show whether the three-week treatment created a change in strategy use and student perceptions.

The Results of the Pre-Questionnaire

Before the strategy instruction, the participating class was given a vocabulary learning strategies questionnaire in order to find the participants' use of strategies. This section will seek to present the overall, categorical and individual results of the data collected from the pre-treatment questionnaire.

In order to determine the extent to which vocabulary learning strategies were used and found useful before the treatment, the overall results of the pre-questionnaire will be presented in Table 3 according to the frequency of use and perceptions of usefulness.

Table 3

Mean Values for Overall Vocabulary Learning Strategy Use and Perceptions of Usefulness (Pre-treatment)

Statement	N	M	sd
Frequency of use	24	2.79	0.48
Perceptions of usefulness	24	3.40	0.45

Note: N = number; M = mean; sd = standard deviation

Table 3 reveals that vocabulary learning strategies were not used very frequently (with an overall mean of 2.79) before the treatment. However, they were considered to be at least quite useful (with an overall mean of 3.40) by the learners. As is clear from the table, there was an overall discrepancy between the means of frequency of use and perceptions of usefulness before the three-week treatment process: the mean value of usefulness was higher than that of the frequency of use, which might come to mean that students did not use some of the strategies they found useful.

In order to put forward a better picture of the situation in terms of specific

strategies, 61 strategy items of the questionnaire are categorized following Fan (2003) in his categorization of vocabulary learning strategies. Because some of the strategies were omitted and some other ones were included in this study, the categorization used here is not exactly the same with Fan's. One of the categories, namely grouping, has been replaced with a new one, recording, as it is a broader category for the vocabulary notebook and the other related strategies that were taught during the training (see Chapter II, p. 61). In fact, strategies categorized under recording could also be put under some different categories. However, for the sake of practicality, such a categorization was preferred. Table 4 below shows the categorization of the vocabulary learning strategies in this study.

Table 4

Categories of Vocabulary Learning Strategies

Categories	Number of Items	Item No
Management	6	1-6
Sources	9	7-15
+ Guessing	12	16-27
+ Dictionary	11	28-38
+ Recording	8	39-46
Repetition	5	47-51
Analysis	3	52-54
Association	7	55-61

Note: + = strategies that were focused on during training

As already mentioned in Chapter III, it was not possible to focus on all the categories of strategies in a three-week period. Therefore, some strategy groups were chosen from among the relatively less used strategy groups in line with the immediate student needs as perceived by the teacher. Table 5 below presents the means for each category before the treatment so that the existing situation in each category before the treatment can be seen clearly.

Table 5

Mean Values for Categories of Vocabulary Learning Strategies (Pre-treatment)

Categories of Strategies	Frequency of use			Usefulness	
	N	M	sd	M	Sd
Management	24	3.13	0.77	3.86	0.77
Sources	24	3.12	0.48	3.60	0.52
+ Guessing	24	3.13	0.69	3.47	0.62
+ Dictionary	24	2.52	0.56	3.05	0.63
+ Recording	24	2.52	0.63	3.45	0.60
Repetition	24	2.97	0.94	3.80	0.79
Analysis	24	1.83	0.78	2.50	0.84
Association	24	2.54	0.81	3.22	0.58

Note: N = number; M = mean; sd = standard deviation; + = strategies that were focused on during training

Table 5 thus reveals the existing situation before the treatment on a categorical basis. It is clear from the table that categories of management, guessing and sources were among the more frequently used strategies. Repetition followed these. Dictionary, recording and association were among the relatively less used strategies. The category of analysis was the least frequently used strategy group. As can be seen,

two categories of strategies that were selected to be taught were among the less used strategy groups and guessing strategies was also included in the instruction cycle with the insistence of the teacher that students needed further training on guessing.

As for the usefulness, management and repetition were believed to be more useful than the others. Sources were perceived as helpful, as well. Then came the strategies that were focused on trainings and the association and analysis strategies.

As can be seen from Table 5 above, the means for usefulness are higher than those of frequency of use in each category, which might be interpreted as student perceptions of strategies being generally positive even though they may not be aware of how to use them. This finding in the Turkish EFL context might justify the strategy training to be given in the course of this short-term study, as the treatment may be used to bridge the gap between frequency of use and perceptions of usefulness.

The discrepancy between frequency of use and perceptions of usefulness can be better shown via individual examples from the ranks of strategies ordered according to the pre-questionnaire means (for the rank order of the whole list of strategies, see Appendix K). Even examining the highest and lowest scores for frequency and usefulness reveal the discrepancy. Whereas the highest mean for frequency of use is 4.04, it is 4.42 for usefulness. Likewise, the lowest mean is 1.33 for frequency and 2.08 for usefulness. Table 6 below presents in detail how the ranks of order differ in frequency of use and usefulness via representative items.

Table 6

Discrepancy between Frequency and Usefulness on the Basis of Representative Individual Strategies (Pre-Treatment)

Rank (Frequency)	Rank (Usefulness)	Item No.	Statement
1 (m = 4.04)	48 (m = 3.04)	29	I use an English-Turkish, Turkish-English dictionary ...
2 (m = 3.92)	16 (m = 3.83)	5	I think about my progress in learning vocabulary.
3 (m = 3.88)	12 (m = 3.92)	23	When I meet new words in a text, I guess their meaning by analyzing any available pictures or gestures accompanying the word.
7 (m = 3.63)	37 (m = 3.33)	11	I increase my English vocabulary studying word lists ...
11 (m = 3.54)	11 (m = 3.92)	50	I repeatedly spell the word in my mind.
13 (m = 3.54)	41 (m = 3.25)	15	I ask the meaning of new words to people around me ...
17 (m = 3.33)	2 (m = 4.42)	47	I use repetition to commit new words to memory.
28 (m = 3.00)	1 (m = 4.42)	12	I increase my English vocabulary by reading stories, newspapers, etc.
37 (m = 2.58)	35 (m = 3.33)	41	I keep a vocabulary notebook.
48 (m = 2.21)	19 (m = 3.25)	2	I find out how to improve vocabulary learning by reading books on vocabulary.
52 (m = 2.08)	38 (m = 3.29)	28	I use an English dictionary to find out the meaning of a new word.

Note: m = mean

Examination of Table 6 makes it obvious that there is discrepancy between frequency of use and perceptions of usefulness on the individual strategy level, since some strategies ranking high in frequency are in the lower ranks of usefulness (items 29, 5, 11 and 15), some ranking lower in frequency are higher in usefulness (items 47, 12, 2, 28). That means, first, some frequently used strategies are not found very much useful; second, some strategies are found very useful although they are not frequently used. As a case in point for the former result, item 29, which refers to using bilingual dictionaries, ranks first in frequency of use (with a mean score of

4.04) but ranks 48th in usefulness (with a mean score of 3.04). That is to say, although students are aware that consulting a bilingual dictionary is not of much use, they generally do so. For the latter result, item 28 seems to be self-evident: although students think that it is useful to consult a monolingual dictionary (with a mean score of 3.29, ranking 38th), they do not use it very frequently (with a mean score of 2.08, ranking 52nd). The discrepancy between frequency and usefulness will be further explored and discussed in the following sections, as well.

This section has presented the results of the data from pre-questionnaire on an overall, categorical and individual basis and implied that there is dichotomy between frequency of use and perceptions of usefulness on these three levels. By providing these results, this section attempted to give a picture of the use and perceptions of vocabulary learning strategies before the three-week treatment. The next section will provide the subsequent strategy use and perceptions of usefulness according to the data gathered from post-questionnaire.

The Results of the Post-Questionnaire

After the three-week treatment, the participating class was distributed a post-questionnaire to evaluate the subsequent situation in terms of frequency of use and perceptions of usefulness. In this section, the data gathered from the post-questionnaire is examined on an overall, categorical and individual basis again as in the previous section.

To give the overall strategy use and perceptions of usefulness after strategy training, Table 7 below presents the mean values.

Table 7

Mean Values for Overall Vocabulary Learning Strategy Use and Perceptions of Usefulness (Post-Treatment)

Statement	N	M	sd
Frequency of use	24	3.08	0.51
Perceptions of usefulness	24	3.50	0.54

Note: N = number; M = mean; sd = standard deviation

The above table reveals that the use of vocabulary learning strategies is not still very frequent (with a mean of 3.08). However, if the fact that their overall reported use of strategies was 2.79 in the pre-treatment questionnaire is kept in mind, it can be inferred from the table that the overall use of strategies increased significantly, as it will be demonstrated in the next section. When it comes to usefulness, it is seen that students still find vocabulary learning strategies at least quite useful with an overall mean of 3.50. This seems to mean a slight increase in student perceptions of usefulness from 3.40 to 3.50, as it will be further explored in the following section.

As is clear from Table 7 above, discrepancy between frequency of use and perceptions of usefulness still remains after the treatment even though the means have changed to a large extent, especially for frequency of use. This finding might indicate that the three-week treatment was able to bridge the overall gap between frequency of use and perceptions of usefulness only to a certain extent.

When the data gathered from the post-questionnaire is analyzed for each category of vocabulary learning strategies, it is again observed that discrepancy remains in each category, as seen from Table 8 below.

Table 8

Mean Values for Categories of Vocabulary Learning Strategies (Post-Treatment)

Categories of Strategies	N	Frequency of use		Usefulness	
		M	sd	M	Sd
Management	24	3.31	0.74	3.78	0.78
Sources	24	3.35	0.61	3.64	0.66
+ Guessing	24	3.24	0.72	3.47	0.60
+ Dictionary	24	2.80	0.54	3.26	0.61
+ Recording	24	3.44	0.62	3.80	0.67
Repetition	24	3.10	0.85	3.80	0.81
Analysis	24	2.08	0.91	2.73	0.99
Association	24	2.67	0.70	3.26	0.71

Note: N = number; M = mean; sd = standard deviation; + = strategies that were focused on during training

The table above shows the subsequent situation after the treatment on the part of each category. Recording strategies (pre 2.5; post 3.4) emerged to be the most frequent strategies although they were among the relatively less frequently used strategies before the treatment. Sources (pre 3.1; post 3.3) and management (pre 3.1; post 3.3) are still among the frequently used strategies. Guessing strategies (pre 3.1; post 3.2) are in the fourth rank for frequency of use, with a slight increase in their means. Dictionary (pre 2.5; post 2.8) strategies are still among the relatively less used strategies. Yet, their means increased a great deal. Other strategy groups have also increased their means to a certain extent, even though there was no explicit training in them.

As for the perceptions of usefulness, recording strategies (pre 3.4; post 3.8) emerged as the most useful strategies together with repetition (pre 3.8; post 3.8) in which there was neither increase nor decrease in terms of its means. Management strategies (pre 3.8; post 3.7) are still among the strategies perceived relatively more useful by students, despite the slight decrease in their means. Yet, guessing strategies (pre 3.4; post 3.4), which are among the strategies focused on during the trainings, remained exactly at the position they were before the treatment. There were slight increases in the other strategy categories after the treatment, as well.

Table 8 above shows a similar pattern with the previous sets of data, as the perceptions of usefulness are higher than the frequency of use in all categories. To find out whether this is also the case for the individual strategies, it is necessary to examine the strategies themselves rank-ordered according to their means (for the full list of rank ordered strategies, see Appendix L). In the post-questionnaire, the distribution of means is between 4.25 and 1.62 for frequency of use, whereas it varies between 4.75 and 2.37 for perceptions of usefulness. Table 9 below shows some sample strategies from the post-questionnaire data.

Table 9

Discrepancy between Frequency and Usefulness on the Basis of Individual Strategies (post-treatment)

Rank (Frequency)	Rank (Usefulness)	Item No.	Statement
1 (m = 4.25)	3 (m =4.42)	41	I keep a vocabulary notebook.
2 (m = 4.17)	19 (m = 3.79)	5	I think about my progress in learning vocabulary.
4 (m = 3.92)	14 (m = 3.88)	23	When I meet new words in a text, I guess their meaning by analyzing any available pictures or gestures accompanying the word.
5 (m = 3.92)	4 (m = 4.17)	45	I group words that are related to help myself remember them.
8 (m = 3.75)	47 (m =3.12)	29	I use an English-Turkish, Turkish-English dictionary ...
31 (m= 3.21)	54 (m = 2.83)	15	I ask the meaning of new words to people around me ...
35 (m= 3.04)	18 (m = 3.79)	18	When I meet new words in a text, I guess their meaning and then look up the dictionary.

Note: m = mean

Table 9 above repeats the earlier findings in that there is discrepancy between the means of frequency of use and perceptions of usefulness even if their rank orders, especially in the taught strategies, seem to be closer to each other (items 41 and 45). The same pattern as in the pre-questionnaire data (see Table 6 above) is reflected here. Some strategies believed to be highly useful are not used in the same level as they are perceived to be. For example, item 41, referring to vocabulary notebook itself, which emerged as the most frequently used strategy after the treatment, is not used as much as it is perceived as useful according to its means (frequency m = 4.2;

usefulness $m = 4.4$). Some strategies used frequently do not have the same usefulness as their frequency. Item 29, referring to bilingual dictionary use, shows that students keep using these dictionaries in spite of their lower perceptions about them. In short, examination of some sample individual strategies does not show a different picture as for the dichotomy between strategy use and learner beliefs.

This section presented the results of the data collected via post-questionnaire in order to show the situation after the three-week treatment process. Next section will demonstrate the effects of instruction in vocabulary learning strategies clearly by comparing the data gathered from pre- and post-questionnaires.

The Comparison of the Results of Pre- and Post- Questionnaires

To determine whether any significant changes occurred after the treatment process in students' reported use of strategies and their perceptions, the results of the data gathered from pre- and post-questionnaires were compared statistically. To this end, paired-samples *t*-tests (SPSS 11.5) were conducted. This section reports the results of these *t*-tests run both on an overall and categorical basis and compares pre- and post-questionnaires through rank ordered individual strategies.

To understand the focal question of this study, whether the three-week treatment process led to an increase in strategy use and perceptions of usefulness, there is need to concentrate on the overall picture first. Table 10 below presents the overall means for both pre- and post-questionnaires in a combined manner so that the difference in the means can be seen clearly.

Table 10

Overall Comparison of the Means of Pre- and Post-Questionnaires

Statement	N	PRE		POST	
		M	sd	M	sd
Frequency of use	24	2.79	0.48	3.08	0.51
Perceptions of usefulness	24	3.40	0.45	3.50	0.54

Note: N = number; M = mean; sd = standard deviation

As can be seen, there is an increase in the means of both frequency of use and perceptions of usefulness after the treatment. However, to understand if this increase is statistically significant, paired-samples *t*-tests were conducted. Table 11 below presents the results of the *t*-tests and displays the level of difference.

Table 11

Overall Difference Between Pre- and Post-Questionnaires, Paired Samples T-Test

	N	M	sd	t	Sig. (2-tailed)
Frequency of use	24	0.28	0.30	4.50	0.000**
Perceptions of usefulness	24	0.09	0.34	1.36	0.186

Note: N = number; M = mean; sd = standard deviation; t = t value; Sig. = significance

Table 11 demonstrates that in the frequency of use, significant difference was found at a level of probability of $p < 0.05$. That is to say, after the three-week treatment learners seem to have started to use the strategies more often than they used before. However, no significant difference occurred in student perceptions of usefulness. This may come to mean that learner perceptions about usefulness did not change

after the treatment. As the figures of usefulness were higher than those of frequency both in the pre- and post-questionnaires, it might be assumed that learners were either already sufficiently convinced of the usefulness of strategies or that they had attributed a certain degree of usefulness to strategies before the treatment assuming that these strategies should be useful since they are called “strategies”.

Having examined the overall picture, it is now necessary to analyze the change in the means of pre- and post-questionnaires on a categorical basis so that it is clearly understood in which strategy groups an increase occurred. Table 12 below presents the categorical means of pre- and post-questionnaires to provide the reader with a clear idea into the nature of the change.

Table 12

Categorical Comparison of the Means for Pre- and Post-Questionnaires

Categories of Strategies	Frequency of use		Usefulness	
	PRE	POST	PRE	POST
	M	M	M	M
Management	3.13	3.31	3.86	3.78
Sources	3.12	3.35	3.60	3.64
+ Guessing	3.13	3.24	3.47	3.47
+ Dictionary	2.52	2.80	3.05	3.26
+ Recording	2.52	3.44	3.45	3.80
Repetition	2.97	3.10	3.80	3.80
Analysis	1.83	2.08	2.50	2.73
Association	2.54	2.67	3.22	3.26

Note: M = mean; + = strategies that were focused on during training

As can be seen from the above table, there is an increase in all strategy categories in frequency of use after treatment. Again in perceptions of usefulness, means of most categories increased. This seems to reflect the positive effects of strategy training not only on the strategies that were taught but also on strategy groups that were not focused on during the sessions of strategy training. In order to see if the change in the mean values of the categories of strategies were statistically significant, they were compared by paired sample *t*-tests. Table 13 shows the results of the *t*-tests run for the categories of strategies focused on during the trainings according to frequency of use.

Table 13

Difference in the Categories of Strategies that were Focused on during the Training according to Frequency of Use, Paired Samples T-Test

	N	M	sd	t	Sig. (2-tailed)
Recording	24	0.92	0.72	6.1	0.000**
Guessing	24	0.10	0.45	1.1	0.262
Dictionary	24	0.27	0.52	2.5	0.016**

Note: N = number; M = mean; sd = standard deviation; t = t value; Sig.= significance

As can be seen, in the categories of recording and dictionary, significant difference was found, but in guessing strategies there was no significant increase in terms of frequency of use. That is to say, learners reportedly increased their strategy use after the three-week treatment process significantly in recording and dictionary strategies. However, it seems that instruction in guessing strategies was not able to create a significant change in the reported guessing strategy use. Still, when the means of guessing strategies are compared, it is seen that there is a slight increase from 3.13 to

3.24 in reported guessing strategies (see Table 12 above), which might be attributable to the strategy training.

When it comes to investigating the categorical difference in these strategies in terms of perceptions of usefulness, the following picture in Table 14 is seen according to the results gained from paired sample *t*-tests.

Table 14

Difference in the Categories of Strategies that were Focused on during the Training according to Usefulness, Paired Samples *t*-test

	N	M	sd	t	Sig. (2-tailed)
Recording	24	0.35	0.50	3.4	0.002**
Guessing	24	0.00	0.42	0.0	0.969
Dictionary	24	0.20	0.62	1.6	0.120

Note: N = number; M = mean; sd = standard deviation; t= t value; Sig.= significance

Table 14 suggests that learner perceptions of strategies changed significantly only in recording strategies after the strategy training. Learner beliefs concerning guessing and dictionary strategies did not change significantly according to the statistical analysis. Anyway, closer inspection into the pre-treatment and post-treatment means of categories (see Table 12 above) reveals that in guessing strategy perceptions, the means stayed the same at the level of 3.47. The underlying reasons behind this will be explored when the qualitative data is presented in the next part of this chapter. However, learner beliefs regarding dictionary strategies slightly increased from a mean of 3.05 to 3.26 (see Table 12 above).

Following the presentation of the results of categories that were focused on during the training, it seems wise to have a look at whether any changes occurred in

the other strategy groups for two reasons. First, the whole process of strategy instruction might have raised the consciousness of learners about vocabulary learning strategies. Second, as the CALLA model was followed during trainings, the students were encouraged to share their own strategic behavior or beliefs with their friends. As a result of this, during the preparation and evaluation phases of the strategy instruction, students mentioned other strategies that were not explicitly focused on during the trainings. Because students heard new strategies from each other, strategy training might have had an indirect effect on the other strategies, as well. Thus, it seems reasonable to look at the indirect effects of strategy training on other strategy groups. Table 15 displays the difference in frequency of use in the categories that were not explicitly focused on during the treatment.

Table 15

Difference in the Categories of Strategies that were not Focused on during the Training according to Frequency of Use, Paired Samples T-Test

	N	M	sd	t	Sig. (2-tailed)
Management	24	0.18	0.62	7.5	0.000**
Sources	24	0.23	0.38	2.9	0.007**
Repetition	24	0.12	0.86	0.7	0.484
Analysis	24	0.25	0.68	1.7	0.089
Association	24	0.13	0.68	0.9	0.361

Note: N = number; M = mean; sd = standard deviation; t = t value; Sig.= significance

Table 15 illustrates that in two categories of strategies, namely management and sources, significant difference exists. The increase in reported management strategy use might be attributable to general consciousness-raising that came into being

during the three-week treatment. The increase in the reported use of sources might again be linked both to the consciousness-raising and to the indirect effects of dictionary training given to students. The fact that there is no significant difference, but only a slight increase in the reported use of other categories is an expected finding, as the treatment process did not directly deal with those strategy groups. Even so, it was worthwhile exploring the possible change that might have occurred in them so that a better picture into the effects of strategy training could be taken.

The difference created in two strategy categories that were not focused on during the treatment in terms of frequency of use seems to give enough reason to examine these categories according to perceptions of usefulness, as well. Thus, Table 16 presents the possible perceptual difference in the other categories of strategies.

Table 16

Difference in the Categories of Strategies that were not Focused on during the Training according to Usefulness, Paired Samples T-Test

	N	M	sd	t	Sig. (2-tailed)
Management	24	0.08	0.75	0.5	0.593
Sources	24	0.37	0.67	0.2	0.790
Repetition	24	0.00	0.70	0.0	0.954
Analysis	24	0.23	0.85	1.3	0.192
Association	24	0.04	0.48	0.4	0.675

Note: N = number; M = mean; sd = standard deviation; t = t value; Sig.= significance

As clear from the table, no significant difference was found in the categories that were not focused on during the training in terms of student perceptions of usefulness.

This might come to mean that without explicit instruction in vocabulary learning strategies, it might not be possible to create a change in perceptions of usefulness.

It is also possible to observe the effects of instruction in vocabulary learning strategies on reported strategy use and perceptions of usefulness by examining individual strategies that were taught during trainings. The full lists of rank ordered strategies according to frequency and perceptions both for pre- and post-questionnaires are available at the Appendices K and L. Here only a few examples from the recording strategies, which showed significant difference both in terms of frequency of use and perceptions of usefulness, will be demonstrated. Table 17 below presents the pre- and post-questionnaire ranks of some recording strategies.

Table 17

Pre- and Post-Questionnaire Ranks of Individual Items

Item No	Frequency		Usefulness	
	Rank		Rank	
	PRE	POST	PRE	POST
41	37 (m = 2.58)	1 (m = 4.25)	35 (m = 3.33)	3 (m = 4.42)
45	38 (m = 2.54)	5 (m = 3.92)	23 (m = 3.63)	4 (m = 4.17)
46	60 (m = 1.46)	25 (m = 3.33)	50 (m = 2.96)	31 (m = 3.67)

Note: m = mean

As can be seen, among the strategies that were taught during the three-week treatment, keeping a vocabulary notebook (item 41) was the one which emerged as the most frequently used strategy in the post-treatment rank order of the strategies. At the same time, it ranked third in usefulness. However, before the treatment, it was

on 37th rank in frequency and 35th in usefulness. Grouping (item 45) ranked fifth in frequency of use and fourth in usefulness after the treatment. Yet, its rank was 38 in frequency and 23 in usefulness beforehand. Drawing semantic maps (item 46) arose from rank 60 to 25 in frequency and from 50 to 31 in usefulness. In short, the difference created can also be seen clearly from the rank orders of individual strategies.

To summarize the findings that came out of the comparison of pre- and post-questionnaires, it is possible to say that the three-week treatment process was able to create a significant difference in overall reported strategy use. Among the categories of strategies that were focused on, the frequency of use in recording and dictionary strategies increased significantly. However, there was no significant difference in the overall perceptions of usefulness. The only significant difference in terms of learner beliefs existed in recording strategies. In conclusion, the three-week instruction in vocabulary learning strategies was able to change the reported strategy use but not the overall perceptions of the participant EFL students at Afyon Kocatepe University according to the statistical analyses of the data collected from pre- and post-treatment questionnaires.

In this part of the data analysis chapter, quantitative data gathered through questionnaires distributed to students before and after treatment were analyzed in three sections. The next part of this chapter will deal with the analyses of qualitative data, which have two functions in this study: first, providing insights about the treatment process and presenting learner reports of strategy use and usefulness and thus presenting further evidence for the results demonstrated by quantitative data; second, seeking to find out learner and teacher attitudes towards strategy instruction.

Qualitative Data

Classroom observation, learner and teacher interviews, learning diaries and open-ended post-questionnaire items provide the qualitative data for this study. The analysis of the qualitative data will serve two functions. First, it will provide an in-depth knowledge about the treatment process and learner opinions related to strategies. Thus their results will be related to the results gathered from the statistical analysis of quantitative data. Second, the qualitative data will demonstrate learner and teacher opinions on the strategy instruction.

This part devoted to the analysis of qualitative data will be divided into two sections. The first section will concern itself with the data about the treatment process gathered from classroom observation, learner and teacher interviews and learning diaries. These data will provide insights about how the training sessions were given and what the reactions of the learners towards strategies were. To this end, the data will be examined around each strategy training session. The second section will be dealing with the attitudes towards strategy instruction and examining learner and teacher views expressed in interviews, learning diaries and post-questionnaires.

Learner Reactions to Vocabulary Learning Strategies

To get a closer look into the effects of strategy instruction so that the statistical data do not stand in a vacuum, it is necessary to have in-depth knowledge about the training sessions and learner evaluations of the strategies. In this section, reactions of the learners will be explored through the analyses of classroom observation, learner and teacher interviews and learning diaries, and the analyses of these data will be

further related to the quantitative data in the next chapter. Here for the sake of clarity, learner opinions will be investigated around each strategy training session.

The First Training Session: Recording Strategies

The first training session was on vocabulary notebook and the related strategies, namely linking words to one's own life, linking words to pictures, grouping, and semantic mapping. The reason behind focusing on these related strategies was to expand student repertoire of recording vocabulary, so that they had the means for recycling the words they have learned. In this sub-section, student reactions to these strategies are presented. At this point, it should be noted that according to quantitative data there was significant increase both in the frequency of use and perceptions of usefulness in recording strategies after the treatment.

During the training session, the teacher, who at first looked anxious about skipping something, followed the lesson plan strictly. The presence of the camcorder in the classroom setting did not distract the attention of the learners and the teacher more than expected, as the camcorder was piloted before in the same setting during a regular class meeting. After about first fifteen minutes, both the students and the teacher looked as if they had forgotten about the existence of the camcorder. In fact, the students looked interested in the new classroom atmosphere with the laptop, projector and camcorder, since the teacher presented the strategies explicitly via power point slides prepared by the researcher. They were paying attention to what the teacher was explaining during presentation stage as the verbal message was visualized. They were especially enthusiastic during the pair and group works in general. As they were allowed to speak in Turkish, they seemed to feel relaxed to participate in the lesson.

During the preparation stage, the teacher asked how learners kept vocabulary notebooks, as planned beforehand. Three students explained which recording strategies they used, as seen in the transcripts below.

Asım I write the new words I encounter with their Turkish equivalents.

Esma I write the parts of the speech of the new words.

Aysun I record the new words with their English definitions.

These excerpts are significant as they show the learners' strategies for keeping a vocabulary notebook before the training started. As can be seen from the above quoted utterances of students, they did not report using strategies like grouping or semantic mapping before the trainings.

After the strategies were presented and practiced, the teacher asked what the students thought about the strategies during the evaluation stage. Not all the students were willing to evaluate the strategies. Three students expressed their opinions, as the following sequences, in which the utterances of students who spoke in English were italicized, illustrate:

Necmi *I haven't tried some of these strategies before but I am going to try this night.* But I think I'd prefer grouping to semantic mapping. Semantic mapping seems confusing.

Halime *I like the grouping strategy best.*

Veli I think drawing pictures or semantic maps is a waste of time, I won't be able to learn new words by putting them on the wall, either, because I won't pay attention to them. I already keep a vocabulary notebook by following an alphabetical order. This is my style and it works better for me.

Learner opinions given above demonstrate that students had different opinions after the training on recording strategies. Two of them expressed a liking for certain strategies, and one stated his dislike for the strategies that were focused on, as he did not think they were appropriate for him. Despite Veli's negative attitude, in general students were positive about the strategies. In fact, after the session, the teacher reported that students were more motivated than they were before and they liked the activities very much. She also stated that she herself enjoyed the class especially when the students were involved in the pair and group activities, and she reported that she was content with how the learners had reacted.

The interviews conducted with the students immediately after the training session reveal the same finding regarding positive learner reactions towards vocabulary notebook and the related strategies. The following excerpts are taken from the relevant parts of what different interviewees reported.

- Hasan I had a vocabulary notebook once upon a time, but I don't keep it any more. In fact, I knew these strategies before, but now I remember that they existed. During the trainings, I realized that I should use them. I will try grouping and sticking words on the walls. I will cover my walls with words.
- Halime *I like vocabulary. I will buy a new notebook. This night I will try new strategies. I am very happy. New strategies are great, useful. I like grouping best.* In fact, I am looking forward to trying these strategies.
- Asım I have heard a new strategy from a friend during the training: flashcards. I will try that strategy. I think it will be helpful for me. These strategies are all new for me because I did not know any English before I started university.

The excerpts taken from learner interviews show that most students are willing to try using the strategies in question. However, to determine if this general enthusiasm was long-lasting, at least among the students who kept diaries, now it is necessary

turn to the analysis of reports of students in their diaries. Some of the learners first reported what they had learned during the strategy instruction in a very detailed manner implying that they were attentive and motivated during the training. They described all the activities and the whys and whens and hows of each strategy and then expressed their own willingness to try the strategies. Sevgi was among the most enthusiastic and motivated students in the classroom. The excerpts from her diary kept in English show her flow of thoughts during the three-week treatment process.

February 10th: *I haven't got a vocabulary notebook. I write words on a lot of different paper and I lose them. In contrast, I know vocabulary notebook is very useful as well as important to learn vocabulary. I hope I have a tidy vocabulary notebook in the near future.*

February 13th: *We learnt four strategies about vocabulary learning. I was very excited today because we learned useful and new information.*

February 25th: *Nowadays, I used a couple of different strategies that I learned last week. Recently, I bought a new vocabulary notebook and wrote lots of valuable information by using vocabulary learning strategies. Firstly, I stucked a postcard to the first paper and wrote all words which I saw and imagined. I wrote lots of words with colorful pens... Two days later I draw two semantic maps about painting and building. At the bottom of the maps, I wrote words about room, house and style by using grouping strategy. While I was using these strategies, I learned with pleasure. I think taking pleasure from doing work is important as well as useful.*

Sevgi's diary displays how her interest into keeping a vocabulary notebook turned into action in two weeks' time. Another student, Murat, is also among the learners who developed a positive attitude for vocabulary notebook, as is obvious from the following excerpt from his learning diary:

February 15th: I noticed that I did not know something like a vocabulary notebook before. Until now, I used to find the meaning of an unknown word from the dictionary. But as I did not revise those words, I was not able to keep them in my mind. Now I write them in my notebook. I catch a glimpse of those words while recording other words. I did not know how to keep a vocabulary notebook beforehand. I used to jot words down and I did not feel like looking at them ever again. Now I have started writing words with colorful pens and I have made my notebook enjoyable, now I want to open my notebook again and again.

February 24th : I have started to understand the benefits of keeping a vocabulary notebook. If I can't remember a word, I find it easily from my notebook. I am trying to find the best way to make it more fun and useful. I wish somebody had informed me about the vocabulary notebook before and I had started keeping it earlier.

As the transcripts illustrate, vocabulary notebook was a great discovery for Murat, who just started using it. He was more convinced about the usefulness of the vocabulary notebook two weeks after the training. During the interview conducted with him, he made similar remarks. Another student, Aysun, mentioned another aspect of the vocabulary notebook during the interview one week after the training on recording strategies. She asserted that recording strategies made the learning process more conscious and planned, as shown by the following excerpt.

Aysun I used to write the meaning of a word on the margins of the text and that would stay there forever. That was all I did for learning vocabulary. Yet, I had always wanted to group the words I learned, but I did not know how to do it.

It seems that strategy training provided Aysun with the inspiration she was looking for and helped her organize her learning. If the above quoted transcripts are considered from a different angle, it is seen that most students mentioned semantic

mapping and grouping as being the most useful among the vocabulary notebook related strategies. The following excerpts taken from the student interviews conducted one or two weeks after the training present more detailed student reports on semantic mapping:

- Emre I enjoyed semantic map very much. Now in every subject I learn, I draw a semantic map with lots of branches. Semantic mapping provides the occasion to put onto paper what you already know; you push your memory to bring into surface what was in the depths of your mind. Rather than learning new words, I recycle what I had learned.
- Gülay *During the trainings, I learnt a lot of ways to learn vocabulary that I did not know before. For example, semantic map. I did not know it before. I really like it. It is really fun and useful.*
- Seda I like best the semantic map. I tried it and I believe that it will bring me success.
- Halime Other than being fun, semantic mapping and grouping have long-lasting effects for vocabulary retention. Now I remember words much more easily.

As can be seen, these students maintained their positive attitude after trying the strategies and expressed a preference for semantic mapping. Emre started keeping a vocabulary notebook after the training and recorded the new words he had learned all over the weekend. Gülay, who had spent a few years in a country where English was a second language for her, asserted that she had chosen semantic mapping for herself. Halime's remark on the effects of semantic mapping and grouping on retention reveals that she hadn't fallen for the appealing features of keeping a colorful notebook.

To sum up, the general attitude towards recording strategies was positive both during and after the training session, according to the classroom observation, teacher

and learner reports. Most students pointed out that these strategies were both enjoyable and useful. In fact, these findings seem to be in line with the quantitative data, as there was significant increase both in the reported use and perceptions of usefulness in the category of recording strategies.

This section demonstrated learner opinions concerning the vocabulary notebook and related strategies and thus indicated that training on recording strategies had a positive influence on strategy use and learner attitudes. The next section will report the findings related to second training session.

The Second Training Session: Guessing Strategies

The second instruction session in vocabulary learning strategies was on guessing the meaning of unknown words from context. During the training, the five-step model of Clarke and Nation (1980, as cited in Nation, 2001) was followed (see Chapter II, pp. 40-41). The rationale of teaching these strategies was that learning would be more effective if learners engaged in deeper mental processing. In addition, by using this strategy, they would be able to compensate their lack of knowledge. However, this two-hour training did not target making learners guess quickly without going through all the steps, as such an objective would require plenty of time. Rather, this short training meant to be an introduction so as to raise the consciousness of learners about this significant strategy.

In this section, the qualitative data about these strategies are analyzed and the general learner attitudes towards these strategies are demonstrated. At the same time, the reasons behind the fact that training did not lead to any significant increase in frequency of use or in learner perceptions are inquired.

The overall impression of both the teacher and the researcher about the training session was positive, as the learners were both interested in the planned activities and were able to make good guesses following the five steps of guessing from context. The teacher was more relaxed this time and was very successful in pursuing the lesson plan as intended to be. She was also happy to see that her students were able to make good guesses and that they were benefiting from the experience. The following lines are from what she said after the session was over:

Teacher We are collecting the fruits of our efforts. As I saw today that they were really implementing the guessing strategies, I became both happy and motivated. I am sure that the students became motivated, as well, because they realized that they were able to guess! After the training, in our regular lesson, there was a reading part. We used the guessing strategies in that reading. I observed that these strategies worked superb!

As can be seen from the teacher report, the general classroom atmosphere during the session was positive and students were very active and successful in guessing tasks. At the end of the training, when the teacher wanted learners to evaluate the strategy, one of them said that it was very useful. Another said it was useful because one cannot use a dictionary all the time and it saves time. One other cautioned that it might not work if they did not know many of the words in a text. The following lines taken from the interviews conducted immediately after the training session are more detailed evaluations:

Sevgi We used to guess by examining the part of speech. But now it is much more organized. Now I know what to do step by step. I have to pay attention to the words and sentences before and after the unknown word. Before I learned the steps of guessing, I used to guess quickly, I used to think about the possible meanings in a hurry. But most of the

time I wasn't able to reach a certain answer. Now I know what to do step by step. I think I will be more successful if I follow these steps.

- Murat As I do not have a large vocabulary, guessing is difficult for me at this stage. Even so, I try hard to guess, but at some point I have to stop and use the dictionary.
- Aysun It is something we usually do, but it is something good. In my opinion, it is very meaningful and useful. Finding out the meaning of an unknown word by forcing your mind a little bit is very beneficial.
- Serpil I know that I must guess, but as there are a lot of words that I don't know, I can't.

The transcripts above reveal that two of the students were already using guessing strategies to a certain extent, whereas two of them were skeptical about using them since their vocabulary size was not enough to guess. In fact, most of the interviewees admitted that they were not able to guess because of their limited vocabulary knowledge. The interviews with the students thus show that only some of them, who seemed to have good vocabulary sizes, were able to use guessing strategies. Perhaps due to this, learners usually avoided mentioning guessing strategies, especially in the learning diaries. Some of them only reported what was covered in the training. One of them wrote it did not work for him because of his limited knowledge of words. Only one other student mentioned that she was trying to use these strategies, as seen in the following lines taken from her diary:

February 20th: When I meet an unknown word in a text, I try to guess its meaning from context. I think it is more useful than consulting a dictionary because guessing requires a sort of mental gymnastics. In other words, to understand the meaning of the word, we think a lot. We look at its relationship with other words and other sentences. So this mental processing prevents us from forgetting the meaning of the word.

Esma seems to make an effort to guess, but many other learners just say that they are not able to guess. In fact, students' tendency to report that guessing does not work for them is not an unexpected finding when it is considered that they have to know 95 % of the words in a text to be able to guess (Nation, 2001). That means, when they lack this much vocabulary knowledge, it is so natural that they are not able to guess. This might then imply that learners first need to know the threshold vocabulary via intentional learning, as suggested by the literature. In addition, this finding also indicates that for the guessing strategies to be used automatically, more time should be devoted. Even so it does not seem as if this one session of consciousness-raising was an effort in vain. At least it created awareness in students and the teacher about the significance of guessing and it provided the learners who were already using the strategy with a structure.

To sum up, although the training was given as planned and in general students were able to make correct guesses during classroom activities, it was seen that when they were left alone with the reading task, in general, they were not able to guess the meaning from context. This might have two reasons, as indicated above. The first reason might be that the two-hour training plus the efforts of the teacher to incorporate the use of strategies to regular classes were not enough. The second reason might be the students' limited vocabulary, as suggested by the earlier research (see Chapter II, p. 40).

This section presented the qualitative data about the guessing strategies and speculated about the reasons behind the fact that training did not create a change in the use and perceptions of guessing strategies. The next section will demonstrate the data on dictionary training.

The Third Training Session: Dictionary Use

The final strategy training was on dictionaries. This training was meant to be an introduction to the use of learner dictionaries, as it is a common observation that Turkish EFL learners' understanding of a learner dictionary is limited to mini bilingual dictionaries, in which usually there is only a limited amount of information about a word. However, high-quality dictionaries, whether they are monolingual or bilingual, provide all the necessary information about a word such as pronunciation, part of speech, register, frequency, grammatical aspects, collocations, sample sentences, and so on. Thus, the dictionary training in this study aimed to introduce the learners with all the aspects that could be found in a dictionary. This section presents the qualitative data on dictionaries gathered from classroom observation, interviews and learning diaries to demonstrate the learner reactions towards dictionary use.

To start with, the teacher followed the lesson plan as agreed on. During the training session, it was obvious that most students were opening their monolingual dictionaries for the first time. They had brought their dictionaries to class for the training upon the request of the teacher. When they were going over the pages of the dictionary during the training, it was clear that they were surprised at what they discovered in their dictionaries. In fact, the presentation of the aspects of dictionary created an aura of amazement in the classroom. Actually, the dictionary at students' disposal was an advanced learners' dictionary. So due to the comprehension problems, students had not used it before. However, during the training sessions, the teacher tried to show the learners that using the monolingual dictionary in their hands

was not as difficult as they thought it to be, since the definitions were written with the most common 2,000 word families.

When the teacher asked learners at the end of the session what they had learned, one student reported having learned the fact that frequency information as well as American or British spellings of words were given in the dictionary. Another one told that they felt encouraged to use the dictionary. Two other students announced that they would go over the list of 2,000 common words placed at the end of the dictionary. That is to say, learners got to know what kind of information is included in the dictionary during the training, and they were very much surprised at noticing that their dictionary included a lot more than they had thought. To summarize, overall student reaction during the dictionary training was observed to be positive.

As for the teacher opinions about the training, she felt that her students were very positive about the training. She was sure they had learned a great deal of information about the dictionary that they did not know before. The following transcripts are taken from what she said about the training:

Teacher Even the least motivated student must have learned something by going over the pages of the dictionary and discovering what is in the dictionary. I know that most of them did not know anything about frequency or phonetic alphabet. Before the training, they would think that phonetic alphabet was confusing. But now they have seen that they can handle it. I think it was the right time to give the dictionary training as they are more or less at the right proficiency level to understand the dictionary.

As highlighted by the above transcript, the teacher agreed that the training had reached the students and was able to enlighten them about the aspects of dictionary.

When it comes to investigating learner opinions about the dictionary training after the session, seven out of nine interviewees admitted that they had never consulted this monolingual dictionary before and that they would start using the dictionary from then on. They all mentioned that dictionary training was very useful, as it managed to direct their attention to the dictionary itself. The following sequences are selected from among the learner interviews to provide better insights:

Seda I realized that I must use this dictionary. I had never thought that these things could be in the dictionary.

Ferah I saw that dictionary is a really effective tool. If you want to improve your English, you have to use it. It is very useful.

Necmi I had never used Longman dictionary before. But I will from now on. The dictionary itself seemed appealing to me. Bilingual dictionaries were easy; you could use them without any effort. Using a monolingual dictionary requires a lot of effort, but I understand that this one is better.

Halime I couldn't understand phonetic alphabet before. But I was able to find what the phonetic transcriptions in the handouts you distributed were referring to. To be honest, I was surprised at being able to sort them out. And I felt more confident and started thinking whether I should learn phonetic alphabet through spelling the phonetic letters repeatedly.

Esma I have been using monolingual dictionaries since I was at the prep class at the high school because you can find everything about a word in those dictionaries. But I did not know which word to look up in the dictionary when I met chunks of words. Now I know. So I have benefited from the training.

As the above quoted transcripts display, all of the learners discovered something new about their monolingual dictionaries. In other words, dictionary training seems to have reached its aims of raising learner consciousness about the aspects of dictionaries.

Finally, learner opinions reported in the learning diaries should be examined to determine whether the effect of dictionary training was short-lived or not. The following excerpts taken from Seda's diary are revealing:

February 27th: We had our final training today. I think what we learned today was more important than the other strategies we had learned before. I did not know that there was so much information hidden inside the dictionary. Before the training, I used dictionaries only to find the meaning of the word. Now I realize that I wasn't using the dictionary correctly. OK, I knew that the pronunciation was given in the dictionary. But frankly, I did not know that the information about parts of speech, countable-uncountable words or word frequency was included in the dictionary. And perhaps the most important thing about which I had no idea was the most common 2,000 words given at the end of the dictionary. In my opinion, every student should be trained in using dictionaries. It is very important to learn vocabulary for English.

March 7th: I met an unknown word during the class. First I tried to guess its meaning, but I couldn't because there was one other word that I did not know in the same sentence. The first thing I did when I arrived in the dorm was to consult the dictionary for the word. I understood that I am not only looking at the meaning of the word in the dictionary any more. I am now paying attention to its pronunciation, part of speech and frequency, as well. But I am doing this unconsciously.

The above quoted excerpts from Seda's diary demonstrate that first day's impression was not short-lived, as she reports ten days later that her dictionary use has become almost an unconscious process. This shows that her raised consciousness evolved into behavior, which was in fact the ultimate goal of this training. As a matter of fact, the change created in Seda's behavior is in line with the findings gathered from statistical analysis of the questionnaire data. There was significant difference in dictionary use after the treatment as reported in the first section of this chapter on quantitative data. However, according to the results of *t*-test, no significant difference

was found in the student perceptions of usefulness, although there was a slight increase. The following excerpts taken from Kadife's diary may provide a hint about why there was no significant difference in terms of usefulness.

March 15th: We learned how to use a dictionary but I couldn't benefit much from it. I know that using a monolingual dictionary is the best thing to do. But as I have a limited number of vocabulary, I can't make sense out of the dictionary entries. Therefore, at least for the moment, I don't experience its benefit. But that does not mean that I haven't learned anything about dictionary use. I have learned why some words are written in red letters, how much vocabulary we need to learn, how to find a phrase in a dictionary and so on. Now I have more control over my dictionary. The only problem I face now is about comprehension. Therefore, first I look a word up in a bilingual dictionary, then I check whether the meaning I chose is correct from the monolingual dictionary by examining the sample sentences. I am aware that what I do is not appropriate, but after I increase my vocabulary, I will be able to use the monolingual dictionary.

Kadife's report summarizes her confused feelings about dictionary. Although she claims that she does not use her monolingual dictionary, her diary shows that she sometimes consults it to check whether what she selects from the bilingual dictionary has the right sense. Therefore, she uses it, but as she cannot understand the dictionary entries fully, she does not sense the direct benefit of dictionary. This may be a general feeling on the part of the learners, since their pre-intermediate proficiency level is not yet enough to comprehend this advanced learners' dictionary completely even if its word definitions are written with most common 2,000 words.

In conclusion, dictionary training received positive reactions from the learners in spite of the fact that it did not create a radical change in perceptions in this short time period. However, with the ongoing efforts of the teacher to incorporate the training into the regular class schedule, two students were made responsible for

bringing their dictionaries to classroom each week and consulting them when the need emerged during the lesson. Therefore, this training seems to have reached its goals by leading to a significant increase in frequency of use and a modest increase in perceptions of usefulness.

In this section, learner reactions to strategies that were focused on during the trainings have been discussed. The analyses of the quantitative data showed that in general learners reacted positively to strategies and increased their reported strategy use. The following section of the qualitative data analysis will explore learner and teacher attitudes towards strategy instruction.

Attitudes towards Strategy Instruction

This study, which explores the effects of instruction in vocabulary learning strategies, has concerned itself so far in this chapter on the effects of instruction on learners' reported strategy use and perceptions of usefulness. This section of data analysis, however, deals with other factors strategy training might have influenced via exploring learner and teacher attitudes towards strategy instruction. To investigate the attitudes of learners and the teacher, interviews, learning diaries and the open-ended section of the post-questionnaire are analyzed. The first sub-section presents learner views and the second sub-section demonstrates teacher opinions.

Learner Attitudes

To start with, the students who participated in the interviews had positive attitudes towards the study and the trainings. They were all content with the difference trainings had brought into the classroom atmosphere. After all, they had been out of the routine for a while during the trainings. Perhaps this was partly the reason behind their positive attitude. However, when the fact that students do not

react positively to anything they find unnecessary or insufficient is considered, this option seems less likely. The researcher's observations as to the positive learner attitudes towards the instructions are also supported by what students reported. The following transcripts from the interviews demonstrate learner opinions towards the trainings:

- Edip The lesson was fun. It was something different. So we enjoyed learning strategies.
- Asım I think this training is very useful because we are provided with options to choose from. I heard new strategies from my friends that I had never heard before. These strategies are new for me because I had never dealt with learning vocabulary before.
- Halime I am very happy on behalf of our class because learning English is not something that you can achieve on your own. I think this training should be given to all classes. Most students have difficulty in learning new words. Nobody knows exactly how to study. Thank you very much for teaching us strategies. I have heard other strategies from my friends, too. This training has been very beneficial both for me and for my friends.
- Gülay *I really like the strategy training. It is very fun. I learnt a lot of ways to learn vocabulary that I did not know before. You showed us a lot of ways to learn vocabulary. And we got the chance to choose the best one for us.*
- Murat I find this training helpful because I did not know anything about the strategies before. I hadn't heard of something like a vocabulary notebook. Nobody including the teachers had informed me about them.

As it is obvious from the responses students gave to the question inquiring about their thoughts about the training, they seem to appreciate the fact that they were provided with options. This aspect of strategy training seems to be what appealed them perhaps because the strategies were not imposed upon them. Rather, they were given the freedom to choose the best one for themselves. This finding may be

considered as the first step towards learner autonomy, which might in turn mean that strategy training might be the starting point for developing learner independence in the Turkish EFL context.

When the interviewees were asked for their opinions on whether this training should be given to all classes, all of them agreed. Yet, they came up with suggestions as to the timing of the training as the following sequences display:

Murat Yes, it should be given, but not in the second term. It should be given at the very beginning of the academic year, in the first or second week. Then you would deal with the strategies more. Strategy training is necessary but it was a bit late for us. If we had had the training in the first term, we would have benefited more.

Serpil I think you were a bit late. I am serious. I wish you had come in the first term. I would make up my mind earlier then. Everything would be better. We would study more.

What both Murat and Serpil above expressed as to the fact that training should be given earlier was a common point made by the majority of the students who participated in the interviews.

Another important point about the strategy training reported by the learners was the motivation it created on them. In the following lines, the students remarked on the influence of the strategy training:

Seda Learning vocabulary has become more enjoyable after the strategy training.

Hasan It has been something different. I became motivated. Nowadays I want to study. This training has shown me what I should be doing.

Necmi The strategy training has been beneficial for me. It has awakened something inside me.

Serpil Now I study more. I have to be told what to do in order to study. I don't do it on my own. You suggested us ways of studying. I have

started studying because you showed us how to study. That is why I say you should have come earlier. It is not only me who thinks this way.

Strategy training seems to have overcome the demotivation of some students, raised their consciousness, and taught them how to study. The following lines taken from Sevgi's learning diary kept in English are in the same line with the above remarks:

February 25th : *When I started preparation school, learning vocabulary was unpleasant for me. However at the end of these studies I'm very amused. If these strategies are learnt to all of students, I'm sure everybody will be pleasant and all of us will learn new words with pleasure for ever.*

Many other learners share Sevgi's remarks. As the fact that learning vocabulary could be turned to fun by using colorful pens, pictures, semantic mapping and grouping, which involved some sort of creativity, was highlighted during the trainings, learners started to enjoy themselves while studying. They saw that with the use of right strategies that work for their own learning styles, learning could be made fun. Another factor that motivated them might be the feeling of achievement gained through shouldering this heavy burden of learning vocabulary as a result of discovering the appropriate strategies for themselves.

Finally, the open-ended section of the post-questionnaire, which explored learner views on vocabulary learning strategies and strategy instruction, will be analyzed. The general tendency in students who wrote their comments was to make a general evaluation of the whole process. The points they highlighted were similar to the above mentioned points. However, some of them made it really clear that strategy training raised their consciousness about the significance of vocabulary learning and motivated them into learning English, which are quoted below:

- Aysun After the strategy instruction, I understood the importance of vocabulary learning better.
- Seda I tried all of these strategies. I really enjoyed myself while learning English. In addition, I learned a lot of new words. I feel lucky because of having this opportunity to be trained in vocabulary learning strategies.
- Zehra I would like to thank you for giving this training to us because I felt that I had the willingness to learn English during these three weeks.
- Sevgi Before this training, I did not focus on vocabulary so much. I learned very important and useful strategies during the strategy instruction. I think it was a big investment made in us.

As learner reports indicate, strategy training made the students aware of the fact that vocabulary was an important part of language learning and oriented them towards studying in a more organized manner. Therefore, it is possible to say that the learners appreciated strategy training.

In short, the learners in general emphasized the benefits of strategy training because it showed them how to study, raised their consciousness, and motivated them into learning English. However, most of them believed that their English would have been better if the training had been given in the first term.

This section presented learner opinions on the three-week treatment process and revealed that students' overall impression was positive towards the trainings. The following section will display teacher opinions on the strategy training before and after the instruction according to the interviews conducted with the teacher.

Teacher Attitudes

So far, the main focus of attention in this study was on learners. However, as teacher attitudes are an important factor for the success of strategy training, the

opinions and attitudes of the person who directed the strategy training must not be ignored. Hence, this sub-section concerns itself with the teacher opinions expressed during the interviews.

To begin with, it must be reminded that the teacher was selected among a number of volunteer teachers. Therefore, it might be assumed that at the very beginning of the process the teacher had a positive attitude for strategy instruction. The reason for her willingness to participate in this study and to give training was expressed by her in the pre-interview, as can be seen from the following transcript.

Teacher I accepted to participate in this study in the first term. My class in the first term was composed of less successful students. No matter how hard I worked to make them gain more, I couldn't manage. When you told me your project, I thought it was just what I was looking for. They didn't know how to study; they weren't autonomous learners. This was the reason.

The excerpt above taken from the pre-interview with the teacher demonstrates that the teacher had a reason for accepting the offer, which made her willing to participate. However, in the second term, all the students were mixed and new classes were formed, so the class she started to teach changed. Still, she thought her new students, who she sensed were more successful than the students in her class in the first term, would need strategy training because they did not look as if they were conscious strategy users. That is to say, from the beginning of the process, the participant teacher of this study was open to new ideas and believed strategy training would help her students. This is presented by the response she gave before the training when she was asked if she thought the training would work.

Teacher I'm sure it will work. But some of them may claim that they have already been using some of the strategies. Even so, they will perhaps

have the opportunity to practice and develop their strategy skills. And there are the others who aren't aware of their own strategy use. They use a strategy they found but they don't know why. They will become conscious and will get a professional training. But there are also other students who don't know anything about the strategies. They will get to know the strategies thanks to the training we will give. And I guess half of the class is composed of them.

The above transcript shows that the teacher differentiates between learners who already seem to use strategies and who seem not to. This view is in fact reflected in the learner data presented in the above section on learner opinions. Some said they were already using the strategies but their consciousness was raised. Some others, however, admitted that they had never heard of some of the strategies. But they were sharing a common point about the usefulness of trainings. In other words, the teacher's insights before the training were supported by the learner data.

After the end of the treatment, the teacher's subsequent opinions on the effectiveness of strategy training were asked. Although the general attitude of the teacher was positive from the very beginning, it was essential to ask her at the end of the process if she still felt the same way, because some or the other factor might have changed her ideas towards the training. The following lines reveal her thoughts on the effects of the strategy training on learner behaviors after the treatment came to an end:

Teacher I have two preparation classes and inevitably you compare them. Especially for the guessing strategies, I observed that the other class cannot use it professionally. They somehow guess, but do they do that consciously? Or they can't guess. Really. My students did not know the steps of guessing or how to infer the meaning from context before. If I didn't have another prep-class, perhaps I wouldn't notice the difference. And then there is the dictionary. We have just given its training, but I have seen that some of the students took their big Longman dictionaries to class. I gave plus to some students today. They had difficulty in carrying those heavy dictionaries, but even so

they had brought them to the classroom. In the past, they were reluctant to consult even their mini-dictionaries. Because they had prejudices about comprehending the dictionary entries. But now we have done away with their biases. While reading, students were still using their small bilingual dictionaries. I asked them why they were still using those dictionaries. Then they started to use mini-dictionaries. They are able to understand the definitions nowadays. If we hadn't given the strategy training, they wouldn't have thought of using these strategies or they wouldn't have been conscious about the strategies they used. Even though some of the students kept vocabulary notebooks beforehand, they were using only one method: writing L1 equivalents in an alphabetical order. Now all of them have started to keep vocabulary notebooks, this is great. In addition, they have made their vocabulary notebooks fun. It is no more a boring notebook. Some of the students bought new notebooks.

The teacher was also willing to incorporate the strategy training into the regular syllabus from the very beginning, as she was very well aware that strategy use after the two-hour trainings should be scaffolded. The learning diaries kept by the students reveal that the teacher's willingness turned into practice, and she created further opportunities for the learners to practice the semantic maps, linking words to pictures, guessing strategies, dictionary use and word cards.

One other interesting remark made by the teacher before the training was that she was also benefiting from the experience. She admitted having learned some new features of the dictionary during the collaborative work with the researcher for the preparation of lesson plans. In addition, she told she had never taught vocabulary learning strategies explicitly before; she had just used some of the strategies to present vocabulary in class. Therefore, she considered that her future students would be lucky, as they would benefit from these learning strategies. After the training, the teacher maintained her opinions. She highlighted the significance of explicit strategy training in the following sequence taken from a teacher-researcher talk during the treatment process.

Teacher I had never told my students to keep a vocabulary notebook until you told me that vocabulary notebook could be a useful strategy. It hadn't come to my mind. Now I realize that when trained, they use the strategies. It is the same for the guessing strategies. I had asked them to guess before during our regular classes. But I see that it is not enough to tell them. We have to teach how.

The transcript above reflects the opinions of a teacher who has given strategy training for the first time and experienced the change in the behaviors of the students. The lessons the teacher drew from the trainings were not limited to these, though. She expressed the same opinion with the learners as for the timing of the training. She thought strategy training must be given in the first term, as it would form students' learning habits from the very beginning. Finally, she admitted being a bit suspicious about creating the desired change in student behavior in such a short time, but told that she had relaxed after the first training since she saw the positive reaction of the learners.

To sum up, the teacher's positive attitude at the beginning was reinforced after the treatment, as the treatment seems to have raised her consciousness, too. This subsection presented teacher attitudes before and after the treatment and indicated that the treatment strengthened teacher's positive attitude towards strategy instruction.

In fact, this section on attitudes towards strategy instruction implied that both learners and their teacher thought highly of the strategy training as they felt they had benefited from the experience.

Conclusion

This chapter analyzed the qualitative and quantitative data gathered from the instruments of this study. According to the data analysis, the strategy instruction created a significant difference in strategy use but not in perceptions of usefulness.

However, both learners and their teacher had positive attitudes towards strategy instruction, as they believed it raised their consciousness.

The following chapter will discuss the findings of this study in the background of the relevant literature and answer the research questions of this study.

CHAPTER V: CONCLUSION

Introduction

This study investigated the effects of instruction in vocabulary learning strategies on Afyon Kocatepe University EFL learners' reported use and perceptions of strategies. It also sought to find the learner and teacher attitudes towards the instruction itself.

This study was carried out with the participation of one EFL preparation class at Afyon Kocatepe University and their teacher. This randomly selected intact class consisting of 24 students was given three-week strategy training by their teacher. Pre- and post-questionnaires were administered to determine the possible change in the reported strategy use and perceptions of usefulness after the treatment. After each training session, a few students were interviewed individually about their strategy use and preferences. Eight volunteer students also kept learning diaries about their own strategy use and the strategy trainings. The teacher was interviewed before, during and after the training. After the data collection procedure, both quantitative and qualitative data sets were analyzed and related to each other to find the answers to the research questions this study sought to answer.

This chapter will answer the research questions of this study by relating the findings of qualitative and quantitative data, which will be interpreted in the light of the relevant literature. The common and conflicting points of the findings of this study and the earlier research will be explored. For the ease of following the discussion of the results, the section on findings and discussion will be divided into

sub-sections. After the discussion of findings, the pedagogical implications of the study will be presented. Finally, the limitations of the study will be asserted and suggestions will be made for further research. Conclusion will say the last word on the study summarizing the major findings.

Findings and Discussion

This section will answer the research questions of this study and interpret the results in the light of the relevant literature. For this end, it will be divided into two sub-sections: the first section will present the answer to the first research question of this study and discuss the related findings, whereas the second section will answer the second research question and interpret the findings.

Effects of Instruction in Vocabulary Learning Strategies

The analysis of the data indicated that instruction in vocabulary learning strategies significantly increased the overall reported strategy use, but was not able to create a significant difference in the overall learner perceptions of usefulness. Therefore, the answer to the first research question of this study is both yes and no: yes, it seems to have increased Afyon Kocatepe University participating EFL learners' reported strategy use, but no, it has not significantly changed their overall perceptions of usefulness. After giving this general answer to the first research question, now it is time to remember and interpret the details that has led to this inference. For this end, first, pre- and post-treatment findings will be discussed separately and then the findings gathered out of the comparison of pre- and post-treatment findings will be interpreted.

Pre-Treatment Findings

The analysis of the quantitative data gathered from pre-questionnaire revealed that in general vocabulary learning strategies were not used frequently before the treatment. However, learners were thinking that vocabulary learning strategies were quite useful. That is to say, there was a discrepancy between reported frequency of use and learner perceptions of usefulness. This might be an expected finding as earlier studies found the same result (Fan, 2003; Schmitt, 1997). According to Fan (2003), learners only sometimes used the vocabulary learning strategies despite finding them useful. Schmitt (1997) interprets this discrepancy as the need for further training, which seems to be in line with the design of this study including three-week strategy training.

As for the findings in terms of strategy categories, the respondents reported using strategies of management, guessing and sources more frequently before the treatment. On the contrary, category of analysis strategies was the least frequently used one. However, when the strategy groups that were found more helpful were examined, repetition strategies emerged to the top rank near the category of management, which maintained its top position. Still, the category of analysis was perceived as the least useful strategy group. These findings seem to be contradictory in a certain sense with one of the major findings of earlier research as summarized by Schmitt (1997): most research indicates that learners present a tendency to use 'mechanical' strategies like memorization, note-taking and repetition more than the complex strategies like guessing, imagery and keyword technique. In this study, however, learners reported using guessing strategies more frequently before the treatment although imagery and keyword techniques were again among the less

frequently used strategies. In addition, participants of this study reported using memorization, note-taking and repetition less frequently. This may be because they are dictated to use these strategies until they come to the university level by their teachers and they have developed a dislike and thus stopped using them. Still, despite being among less frequently used strategies, category of repetition is believed to be useful. The reason behind this might be that students are in a way conditioned to believe the inner usefulness of what their teachers have probably imposed on them.

When the average means for the categories are analyzed, it can be seen that the discrepancy between frequency and usefulness is maintained in the categorical analysis as well (see Table 5, in Chapter IV, p. 74). As the categorical means were higher for perceptions of usefulness than the frequency of use in all groups, it might be concluded that students were thinking highly of the strategies although they might not have used them. What caused this appreciation of strategies may be the awareness of students about the significance of using vocabulary learning strategies. This seems to be in line with one generalization Schmitt (1997) makes about the results of earlier studies: learners are usually conscious about the significance of vocabulary (for a further discussion, see Chapter II, p. 37). This might hold true for university level Turkish EFL students as well. Another reason of these higher perceptions about strategy use might be the learners' tendency to attribute usefulness to the strategies, which seem to connote being helpful. Whether or not experiencing the usefulness of strategies, learners might report perceiving these strategies as useful. This might not mean that students were not being sincere in their reports about their perceptions, but come to mean that students were somehow unconsciously trying to imply that they were sure these strategies, some of which

were already recommended or mentioned by their English teacher, would work for them if they knew how to make use of them. Then again, Schmitt's (1997) interpretation that learners need training in the strategies seems to be plausible.

On the individual strategy level, when the strategies were rank ordered according to their means, the findings were surprisingly similar to those of Schmitt's (1997) study. The top three most frequently used discovery strategies were the same in both studies: bilingual dictionary, guessing from context and asking the meaning of new words to others. Both studies also shared the top three most frequently used consolidation strategies: verbal repetition, written repetition and study spelling. That is to say, both Japanese learners and Turkish learners seem to prefer the same strategies in a similar order when the individual strategies are compared. However, the order of perceptions of usefulness seems to be completely different when these studies are compared. Although Japanese learners in Schmitt's (1997) study perceived bilingual dictionaries as the most helpful dictionary, in Turkish learners' perceptions of usefulness, bilingual dictionaries ranked in the 48th order. This might be attributable to the above-mentioned observation that English teachers seem to underline the fact that monolingual dictionaries are more beneficial than bilingual ones although they do not seem to offer explicit training in the Turkish EFL context. This finding seems to show that although strategy use may be similar, perceptions change cross-culturally, since perceptions are largely bound by the context or culture one is surrounded by.

To summarize briefly the above discussion concerning the existing situation before the treatment, it can be said that vocabulary learning strategies were not used frequently but learners were perceiving these strategies as quite useful before the

strategy training was given. The findings were mostly similar to those of earlier studies investigating the reported strategy use and perceptions of usefulness in vocabulary learning strategies with few contradictory results, which were expected as the contexts of investigation were different.

Post-Treatment Findings

When it comes to summarizing the findings after the treatment, it would be useful to remind the reader the results of the analyses of the post-questionnaire. Post-questionnaire findings presented an increase both in the overall frequency of use and perceptions of usefulness. However, the same dichotomy between frequency of use and perceptions of usefulness remained even though the gap had been bridged to a certain extent after the treatment (see Table 10 in Chapter IV, p. 83 for the comparison of overall results). That slight bridging may come to mean that the three-week treatment was a good start to balance the strategy use with strategy perceptions. However, it seems that it was not enough, as the dichotomy remained.

Still, there was a change in the categorical picture of strategies after the treatment. Recording strategies, which were among the strategy groups focused on during the three-week treatment process, emerged as both the most frequently used and the most useful strategy group although guessing and dictionary strategies did not undergo such a radical change in their positions. That means one strategy group that was taught during the treatment had moved to the top position in the categorical rank ordering of strategies probably as a result of the strategy instruction. In fact, these findings are parallel to what students reported during interviews. The majority of the learners named vocabulary notebook, grouping and semantic mapping when they were asked which strategy or strategies they found helpful. In addition, they

stated that training in guessing and dictionary strategies were also helpful as they became more conscious about these strategies, but they were not able to use them because their proficiency levels were not enough to guess or use the monolingual advanced dictionary at their disposal. The learning diaries were reflecting similar ideas together with the attempts to use these discovery strategies some of which ended with failure.

When the rank ordered individual strategies are examined, there appears differences in the post rank-ordering as well, which might be attributable to the treatment. For example, keeping a vocabulary notebook came to be the most frequently used strategy after the treatment. That is to say, the treatment seems to have led to changes in the use and perceptions of individual strategies, too.

Before moving onto the discussion whether these changes were statistically significant, it will be better to underline the results of the post-questionnaire so that the subsequent situation after the three-week treatment may become clear in the mind of the reader. The subsequent reported strategy use still does not seem very frequent, but there is an increase on an overall basis, which is also supported by learner reports and products, teacher reports and researcher observations. As for the subsequent perceptions of usefulness, learners still find vocabulary learning strategies quite useful. This is also in line with the qualitative data which display that learners were able to feel the direct benefit of vocabulary learning strategies only in using recording strategies and thus only slightly changed their earlier beliefs about the usefulness of vocabulary learning strategies.

The Comparison of Pre- and Post-Treatment Findings

The results of paired samples *t*-tests comparing pre- and post-questionnaire data indicated that there was a significant increase in the overall reported strategy use. However, in the perceptions of usefulness, no significant difference was found although there was a slight increase. To put it in more concrete terms, the three-week treatment seems likely to have created an increase in learners' reported strategy use, however, it seems as if it was not able to create a meaningful difference in students' perceptions about the usefulness of vocabulary learning strategies. The increase in the reported strategy use according to the analysis of the questionnaire might have two meanings: one, students really increased their strategy use; two, after the trainings students realized that they were already using some of the strategies and thus only reported more strategy use. Although both explanations seem plausible, when combined with the analyses of the qualitative data which show that the learners started using some of the strategies that they did not use before, the first interpretation becomes more reasonable. As for the questionnaire finding that there was no significant difference in the learner perceptions, it is also supported by the qualitative data, which show that students were not able to feel the direct benefit of some strategy groups due to their lack of proficiency. In fact, the learners were already sufficiently persuaded that vocabulary learning strategies were useful and did not change their beliefs. Their earlier persuasion might be attributable to different factors as discussed earlier. First, they may be aware that vocabulary learning is a significant part of learning a foreign language and they need using strategies. Second, they might have been persuaded by their teachers about the usefulness of some strategies that were mentioned before during their class times. Although they

had become persuaded in the idea, they may not have started using these strategies, as they were not given the opportunity to try these strategies before. Third, the term “strategy” might connote usefulness to students. In other words, students might be thinking that as these strategies are tools for learning vocabulary, they must have some kind of usefulness whether or not they have experienced the usefulness of strategies themselves.

When analyzed categorically, significant increase was found in the reported frequency of use in recording strategies according to the results of paired-samples *t*-tests. This difference might be the result of the three-week treatment in which the students were explicitly trained in keeping vocabulary notebooks and in related strategies. In fact, the results of statistical analysis are in line with the data gathered from learner interviews and learning diaries, as the students reported that especially vocabulary notebook, grouping and semantic mapping worked best for them. The learning diaries have been fruitful in seeing the learners’ process of testing strategies, e.g. what they thought of the strategy at first, how their ideas changed in time, what benefits they felt to have experienced (for the sample pages of a learning diary, see Appendix I). Moreover, the products of the learners, who started to keep regular vocabulary notebooks, are indicative of the increased strategy use. These notebooks were usually colorful personal dictionaries full of pictures, groupings and semantic mappings in contrast to the earlier dull versions of vocabulary notebooks reported to have been kept by the learners (for the sample pages from different vocabulary notebooks, see Appendix J). In other words, learner reports in questionnaires, interviews and learning diaries were also supported by the products which came into being during and after trainings. Therefore, the change in the reported use of

recording strategies can be directly attributable to the treatment. On the other hand, the learners also developed a positive attitude towards the recording strategies, which was revealed in the statistical analysis of perceptions of usefulness in the category of recording. Results of paired-samples *t*-test indicated that there was a significant increase in learner perceptions in recording strategies. The reason that created a change in perceptions might be the opportunity these consolidation strategies provided for retaining the new words. In other words, the effect of consolidation strategies seems to be more directly observable by the learners. Students who started using some of the strategies taught during trainings at least started to spend time on learning vocabulary by dealing with vocabulary notebook and probably as a result of this, they had a longer-lasting retention. Thus, they could feel the usefulness of the recording strategies immediately. To sum up, recording strategies seem to be the strategy group that had a direct effect on the learners' strategy use and perceptions, as revealed by the analyses of questionnaires, interviews and learning diaries.

In the dictionary category, significant increase was found according to the results of paired-samples *t*-test in terms of frequency of use. Thus, it might be inferred that training in dictionary use might have had a positive effect on reported strategy use. This claim is further supported by the data gathered from learner interviews and learning diaries. The students reported that they had learnt lots of new and useful information about the dictionary, which seems to be positive as the trainings contributed to learner knowledge and awareness. However, as the monolingual dictionary in their disposal was beyond their level of proficiency, they were not able to start using their dictionaries actively. Although they may have really started consulting the dictionary for an aspect of a word in their monolingual

dictionary, they obviously have not felt its usefulness yet. This is reflected in the categorical analysis of the perceptions of usefulness, which did not display any significant difference. As a matter of fact, feeling the benefit of discovery strategies seems to be a long-term goal, as the students need to change their habits first and reach the level of proficiency to understand the definitions in their advanced learners' dictionary easily. Therefore, it might be so natural that they did not change their ideas of helpfulness in this short time. To sum up, dictionary strategies started to be used more often than before, but learner perceptions about dictionaries did not change significantly.

However, significant difference was not found either in frequency of use or in the perceptions of usefulness in the guessing strategies, which was focused on during the trainings. There was only a slight increase in the frequency of use after the treatment. As the possible reasons behind this were already discussed in Chapter IV (p. 101), they are not going to be analyzed in detail here. But it must be reminded that the vocabulary size and the level of the text learners deal with are important factors which influence whether guessing strategies can be used or not. Student reports in interviews and learning diaries support this claim, as a majority of the learners indicated that their vocabulary size was not enough to use guessing strategies. Only a small minority of students with obviously larger vocabulary sizes reported using guessing strategies following the five-step model. Thus, it might be inferred that one session of training in guessing strategies was only able to raise consciousness and to provide a structure for those who were already using this strategy unconsciously.

The three-week treatment seems to have had an indirect effect on the frequency of use in the categories of management and sources as well. According to the results of paired samples *t*-tests, significant increases were found in these categories. That may be because the students became more conscious of the significance of vocabulary learning and therefore started to use management strategies more often. Training also seemed to have helped them recognize the available resources. In fact, this finding seems to support the primary goal of these short-term trainings: to create a consciousness-raising about vocabulary learning.

To conclude, the analyses of quantitative and qualitative data indicated that the significant change created in overall reported strategy use could be attributed to the instruction in vocabulary learning strategies. Yet, as there was no significant increase in the overall strategy perceptions of the students, it might be inferred that the three-week strategy instruction did not lead to any meaningful change in learner ideas about the overall usefulness of strategies. However, learner perceptions about recording strategies changed significantly after the trainings. That is to say, the three-week treatment seems to have been effective in creating a change in consolidation strategies that were focused on, but not in the discovery strategies. In short, the answer to the first research question is: reported strategy use increased, but perceptions of usefulness did not change after the instruction in vocabulary learning strategies. This finding is in line with that of an earlier study conducted with Turkish university level students over a six-week period of time. Şahin (2003) found that strategy instruction given only in discovery strategies led to a significant increase in strategy use, but was not able to change learner beliefs.

Learner and Teacher Attitudes towards Strategy Instruction

The analyses of the data indicated that both participating students and their teacher reacted positively towards the instruction in vocabulary learning strategies. Therefore, the answer to the second research question is that both learner and teacher attitudes are positive.

According to the results gathered from classroom observation, questionnaires, interviews and learning diaries, students were content with the trainings. They reported that their consciousness had been raised, they had discovered how to study vocabulary and they had made up their minds about the significance of vocabulary learning. Some of them also said they became motivated to learn English and started studying after the trainings. These gains as to the strategy training are in fact similar to those reported in the literature stated in Chapter II (p. 24).

On the other hand, the learners reported enjoying the freedom they were given to select the strategies that were appropriate to their learning styles. In fact, it was interesting to see that learners were open to try the strategies they were taught during the trainings. This might imply that the learners were inclined to being independent in making their decisions when supplied with the alternatives to choose from. This flexibility shown by the students towards being independent is significant, as it indicates that when provided with a context in which they can be independent Turkish EFL learners can develop autonomy. To sum up, these findings seem to show that language learning strategy instruction carries a potential in leading Turkish EFL learners to more autonomy, as it provides a framework for gradual transition to learner independence.

However, having been positive towards strategy training did not refrain the learners from expressing their regret about the timing of the treatment. They all shared the same idea that the trainings should have been given earlier, because they believed that if their consciousness had been raised beforehand and if they knew how to study at the beginning of the year, they would have been more successful. Examined from a different angle, this belief into the potential of strategy training to bring more success demonstrates the degree of positive attitude of learners. In fact, their vocabulary notebooks, the reports of the teacher and the observations of the researcher also confirm this positive attitude.

As a matter of fact, it is an important finding that the students did not present any resistance to strategy training. Rather, they were very positive in general. This might be because the trainings attempted to be incorporated into the regular schedule as the classroom teacher gave them during the regular class meetings. In addition, learner needs were addressed. Another factor might be that the students were given the opportunity to practice the strategies during class time and they had fun while practicing. What is more, the teacher believed in the use of the trainings, worked hard and was enthusiastic from the beginning, so she was able to convince the learners. Finally, learners felt the benefit of the strategy training.

When it comes to the attitudes of the teacher, she was very enthusiastic from the very beginning of the study. At first, she volunteered to participate in the study, then she participated in the collaborative work with the researcher for the preparation of the lesson plans and finally she gave the trainings herself. At all stages of the study, she expressed her positive feelings because she reported that she was also learning a great deal from this experience. In fact, the collaborative sessions with the

teacher functioned as pre-training for the teacher, as she had never received or provided explicit strategy training before and she was open to learn more about the strategies. Thus, both the preparations for the trainings and the training sessions themselves seemed to have raised her consciousness especially about the fact that strategy training must be explicit. In the interviews, she reported that she had only mentioned some of the strategies in her classes before, but now she realized that some time should be spared for strategy instruction and strategies should be taught explicitly. To sum up, the teacher had a positive attitude towards strategy training before, during and after the strategy instruction process. The reasons for this positive attitude can be summarized as follows: First, she felt that her students needed such training; second, she observed that her students had benefited from trainings; third, as a teacher she gained from participating in the study.

To restate the answer to the second research question, both learner and teacher attitudes towards the strategy training were positive. This shows that instruction in vocabulary learning strategies has a role to play in the Turkish university level EFL context, as it raised consciousness, provided the learners with the necessary tools to facilitate vocabulary learning and was a good start to make learners independent by encouraging them to reflect on their own learning.

In this section, the findings of the study were attempted to be summarized so that clear responses to the research questions of this study could be given. The results were also sought to be interpreted in the light of the relevant literature. The next section will present the pedagogical implications of this study, as this study has also tried to provide an aid to teaching practices.

Pedagogical Implications

Triangulation of the data suggested that the strategy instruction had a positive impact on the process of language learning by increasing strategy use, modifying learner perceptions and affecting learner motivation. What is more, the gains in the process of learning bring gradual learner independence with it, as the learners are encouraged to self-reflect on their learning process via strategy training. Thus, when the positive effects of strategy training found in this study are combined with the positive findings of earlier studies, it can be concluded that training in vocabulary learning strategies should be given in the Turkish foreign language classrooms.

However, in order for the strategy training to reach its aims, the recommendations in the literature should be taken into account as this study attempted to do so. For instance, the trainings should be incorporated in the regular schedule and follow a well-organized explicit instruction model. Through such training, students should be provided with the occasion to discover the strategies used by their fellows. They should also be given the opportunity to practice the strategies together with their friends in the guidance of the teacher. Then they should be encouraged to self-evaluate their own strategy use, as this procedure gives them the occasion to think about their own learning and the ways to improve themselves. In addition, further scaffolding activities in the classroom during regular classroom work should be done to determine the possible problem areas in learners' strategy use.

Yet, the timing of the strategy training should be arranged carefully. The learners who encounter a foreign language for the first time should be taught the consolidation strategies initially, so that they can learn the threshold vocabulary as

quickly as possible. However, when the guessing strategies are concerned, the picture seems to be different. As the learners must know the threshold vocabulary before benefiting from guessing strategies, these strategies should be taught after the students reach the required vocabulary size. This is crucial as the learners should not feel that they could manage without knowing every word while learning the threshold vocabulary. As for the dictionary use, it can be taught at any time provided that the dictionaries appropriate to learner proficiency are used.

Although longer-term trainings have been shown to be more effective, one-time trainings should not be abandoned at all. Therefore, even if the strategy instruction cannot be totally incorporated into the curriculum or even if it is not possible to give long-term training, training in vocabulary learning strategies should be given in the foreign language classroom, as this study reveals that with a well-designed lesson plan that attempts at least to be a part of regular classroom work, short-term training may prove beneficial. In other words, it must be considered that even short-term strategy trainings have a role to play in EFL settings.

Curriculum designers, program administrators and classroom teachers should consider integrating the training in vocabulary learning strategies in their curriculum. However, if the strategy training is to become part of the regular program, in-service teacher training should be given, so that teachers know the principles behind strategy training and learn how to give explicit strategy training.

Limitations of the Study

There are certain limitations inherent in this study. As there was a limited time for carrying out this research, the sample size had to be small. If the population could have been larger, the results may have been more viable as the hypotheses of this

study could be tested on a larger sample. In addition, if the trainings were given in all groups of strategies, a more comprehensive picture could have been taken into the effects of instruction in vocabulary learning strategies. In addition, there was no time to conduct a follow-up study to determine the possible future changes that may occur in students' strategic behavior and perceptions; thus the results of the instruction are only limited to a short time frame.

In fact, it is difficult to assess strategy use as most strategies require a mental process which cannot be observed. Therefore, learning strategy research largely depends on learner reports of strategy use rather than the actual use (Cohen, 1998; Tseng et al. 2006) just as it is in this study, which heavily relies on learner self-reports. In fact, to overcome the effects of the inner limitations of the instruments it used, this study attempted to triangulate data. In addition, learner interviews were conducted a few hours after the strategy training sessions so that the memories of learners about the strategies they used and the strategy training were fresh and the risk that they overestimate or underestimate their strategy use can thus be avoided (Cohen, 1998). What is more, learning diaries, which are self-observation techniques used by learners to describe their strategy use retrospectively, were used in this study, since this instrument seems to be closer to the reality as learners mostly report what they did in a recent task rather than generalizing about their strategic behavior. Even though the limitations inherent in every strategy assessment tool were attempted to be decreased via different instruments that will provide richer data (Woodrow, 2005), this study seems to suffer from not reflecting the instances of actual strategy use. This lack of information about what learners are able to do in

terms of strategy use prevents the study from giving a complete picture of strategy use, as it only deals with the quantity of strategy use, not the quality.

One other limitation of this study is the lack of an instrument to assess the vocabulary size or real proficiency level of learners in the research design. If the real proficiency level of the students were known, the trainings would have been adapted accordingly. Then perhaps guessing strategies would not be considered appropriate for these students and the available time would be devoted to a more appropriate strategy for the students' level of proficiency. In addition, with the data on vocabulary size, the findings about guessing strategies would be related to the learner's vocabulary size. Without the information, now only speculations can be made about the possible reasons why there was no significant increase in the category of guessing strategies. It cannot be known for sure whether it was because of vocabulary size or something else.

Another related limitation is about the lack of appropriate sources for the dictionary training. As there was no fund to supply the learners with more appropriate dictionaries for their level, during the trainings, dictionaries that were obviously above students' level of proficiency had to be used. That is to say, the success of the dictionary training was overwhelmed by the lack of appropriate sources.

One final limitation of the study is the lack of a comparable control group to know for sure whether the increase in strategy use was the result of the treatment. Yet, as there seems to be no other external factor that might have created the change, it might be safe to conclude that increase in strategy use resulted from the instruction in vocabulary learning strategies.

Suggestions for Further Research

Based on findings and limitations of the study, some suggestions can be made for further research. In a similar study, first, an instrument for inquiring vocabulary size should be added so that the trainings could be given according to this data. Second, a study with a similar research design should be conducted in a longer time frame with more participating classes and teachers. In such a study, there would be room for introducing more strategies so that learners can expand their strategy repertoire more. Third, a formal pre-teacher training should be included in the study considering that not all teachers would be willing to spend a lot of time on informal collaborative work. Teacher-training is necessary, since the level of teacher confidence and knowledge about learning strategies determines the success of trainings. Fourth, other than the reported strategy use, strategy use in actual practice can be included in the study through pre- and post-think-aloud protocols or through task-based strategy assessment methods (Oxford, Cho, Leung & Kim, 2004). Fifth, a follow-up study should be made to determine the situation one or two months after the trainings are given so that whether the effects of strategy instruction are long-lasting or not.

As for a suggestion for the implementation of one of the instruments, learning diary is a valuable tool in keeping the track of strategy use over a long period of time and in clarifying the points made during interviews (Cohen, 1998). However, to get similar kind of data from all the diary-keepers, learners may be given a structured framework listing what they are expected to do rather than a rough guide.

As for the possible research areas for further research, there are many, since studies investigating the effects of instruction in vocabulary learning strategies are

very few. First, strategy instruction for multiple levels of students can be given to determine the effects of strategy training on different proficiency levels so that the relationship between proficiency levels and strategy use can be determined. Second, the effects of strategy instruction on the strategy use and perceptions of different genders in the Turkish EFL context can be investigated. Third, future research could incorporate a research design with a control group to precisely know whether the change in strategy use resulted from the intervention. Fourth, further research can also investigate the teacher's perceptions about vocabulary learning strategies and their attitudes towards strategy instruction before and after the in-service teacher training.

Conclusion

This study investigated the effects of instruction in vocabulary learning strategies on reported strategy use and perceptions of usefulness. It also sought to find out learner and teacher attitudes towards strategy instruction. Data analysis indicated that reported strategy use increased significantly after instruction, but learner perceptions did not change significantly. However, both learners and the teacher were in favor of the strategy training. From these results, it might thus be inferred that vocabulary learning strategies should be considered to be included in the English language classrooms in the university-level Turkish EFL context. To conclude, it must be said that this study reveals that training in vocabulary learning strategies may help the learning process by offering learners a mirror to discover themselves even if it may not wave a magic wand to change them into independent learners overnight.

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APPENDICES

Appendix A

Vocabulary Learning Strategies Questionnaire (Pre-Questionnaire)

Dear Students,

This questionnaire is given in order to collect data concerning how you learn English words. The data collected through this questionnaire will be used in a master thesis on Vocabulary Learning Strategies. The aim of this study, conducted at the Bilkent University MA TEFL program, is to determine the contents of the strategy instruction through finding out which strategies are used by university students and to facilitate the vocabulary learning process by enlightening these students when, why and how they will use vocabulary learning strategies. Your answers to the questionnaire will be kept completely confidential and will not be revealed to the third persons. The questionnaire does not have right or wrong answers. Therefore, while answering the questions, please do not indicate what should be done or what you would like to do, but what you actually do in real life situations. For the success of the investigation, please do not leave out any questions and give genuine answers. You will answer two questions for each statement: one on how often you use the particular strategy and the other on to what extent you find that strategy useful. Please put a tick ✓ for the answer that is most appropriate for you.

If you would like to get further information about this questionnaire, please feel free to send me an e-mail. Thank you for your participation.

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	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	sometimes	often	very often	not useful	not sure	quite useful	very useful	extremely useful
1. I plan my vocabulary learning.										
2. I find out how to improve vocabulary learning by reading books on vocabulary learning and asking teachers or my classmates.										
3. I plan my schedule so that I have enough time for learning vocabulary.										
4. I revise the new words I have learnt										
5. I think about my progress in learning vocabulary.										
6. When I meet a word I have recently learnt in reading, I pay particular attention to its new usage and new meaning.										
7. I learn new words at every opportunity.										
8. I pay attention to the new words and expressions used by my teachers and classmates.										
9. I learn new words from course books, handouts or anything written in English inside school.										
10. I increase my vocabulary by studying the dictionary.										
11. I increase my English vocabulary by studying word lists e.g. lists at the back of course books and readers.										
12. I increase my English vocabulary by reading stories, newspapers, magazines etc. outside class.										
13. I play games in English to learn more new words.										
14. I learn new words from all kinds of materials in English outside school e.g. forms, road signs and programs										

	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	sometimes	often	very often	not useful	not sure	quite useful	very useful	extremely useful
15. I ask the meaning of the new words to people around me (to my teacher, my classmates, etc.).**										
16. When I meet new words in a text, I guess their meaning without looking up the dictionary.										
17. When I meet new words in a text, I look up the dictionary without guessing.										
18. When I meet new words in a text, I guess their meaning and then look up the dictionary.										
19. I ignore the new words.***										
20. When I meet new words in a text, I guess their meaning by looking at the part of speech of the new words e.g. noun, adjective etc.										
21. When I meet new words in a text, I guess their meaning by looking at the affixes and the roots e.g. un-happi-ness.										
22. When I meet new words in a text, I guess their meaning by checking the L1 cognates e.g. I link the English word "reaction" to Turkish word "reaksiyon".**										
23. When I meet new words in a text, I guess their meaning by analyzing any available pictures or gestures accompanying the word.**										
24. When I meet new words in a text, I guess their meaning by looking at the relationship between the new word and other words in the same sentence e.g. If the new word is an adjective, what is the noun it describes?										

	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	sometimes	often	very often	not useful	not sure	quite useful	very useful	extremely useful
25. When I meet new words in a text, I guess their meaning by looking at the relationship between the sentence the word is in and other sentences in the paragraph as signaled by linking words e.g. but, however, firstly etc.										
26. When I meet new words in a text, I guess their meaning by considering the main idea of the passage.										
27. When I meet new words in a text, I use my experience and common sense to guess their meaning.										
28. I use an English dictionary to find out the meaning of a new word.										
29. I use an English–Turkish, Turkish–English dictionary to find out the meaning of a new word.										
30. I learn the pronunciation of the new word by using the dictionary.										
31. I use the dictionary to find out all the meanings of the new word.										
32. When I am not able to understand a word because it gained a new meaning in a text, I use the dictionary.										
33. I use the dictionary to find out the part of speech of the new word e.g. verb, noun etc.										
34. I use the dictionary to find out the derived forms of the new word e.g. inform/information; embarrass/embarrassment.										
35. I use the dictionary to find out the grammatical patterns of the word e.g. interested <u>in</u> ; like <u>to go</u> etc.										

	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	sometimes	often	very often	not useful	not sure	quite useful	very useful	extremely useful
36. I use the dictionary to find out the collocational patterns of the word (<i>business journey</i> or <i>business trip?</i>).										
37. I use the dictionary to find out the frequency of the word i.e. whether it is a common or rare word.										
38. I use the dictionary to find out the appropriate usage of the word e.g. old/modern usage, American/British usage; formal/informal usage etc.										
39. I put the new words I intend to learn in my mind without writing them down. ***										
40. I mark the new words I intend to learn so that I can focus on them e.g. underlining, circling, color-coding etc.										
41. I keep a vocabulary notebook.**										
42. I put English labels on physical objects or write the new English words on small papers and hang them on the wall. **										
43. I link new words to my own life.**										
44. I draw pictures to remember the new words or I associate the new words with some pictures.**										
45. I group words that are related to help myself remember them.										
46. I draw semantic maps.**										
47. I use repetition to commit new words to memory.										
48. I repeatedly say the word aloud.										
49. I repeatedly say the word in my mind.										
50. I repeatedly spell the word in my mind.										
51. I repeatedly write the word.										
52. To remember a word, I analyze it by breaking it into sound segments e.g. re- <i>pli</i> - <i>cate</i> .										

	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	sometimes	often	very often	not useful	not sure	quite useful	very useful	extremely useful
53. To remember a word, I analyze it by breaking it into meaningful parts e.g. birth-day.										
54. To remember a word, I analyse it by breaking it into prefix, root and suffix e.g. <u>il</u> -legal, cycl <u>ist</u> .										
55. I try to remember the sample sentences containing the new word.**										
56. I use association to help myself remember new words.										
57. I link the word to a visual image in my mind e.g. the shape of the word, the picture of the word etc.										
58. I link the word to another English word with similar sound e.g. family/familiar , goat/coat.										
59. I link the word to a Turkish word with similar sound e.g. car-kar.										
60. I use sound and meaning associations. For example, I link the new word to a Turkish word which sounds similar. Then I form a mental image based on the interaction of the meanings of the new word and the word to help me remember the sound and the meaning of the new word.										
61. I use the peg method (linking the word to one that rhymes with it) to learn the word, for example: two is a shoe, three is a tree, four is a door ...**										

* This questionnaire is adapted from Fan (2003).

** Items taken or adapted from Schmitt (1997).

*** Reversely scored items.

1. What kind of high school did you graduate from?

a) High school b) Super high school

c) Anatolian high school d) Other _____

2. Did you study at the preparation class before?

a) Yes b) No

3. Do you know any other foreign languages other than English?

a) Yes (_____ please indicate)

b) No

4. Please indicate any other vocabulary learning strategies you use

other than those stated here:

EXAMPLE:

	How frequently do you use this strategy?					To what extent do you find it useful?				
	never	seldom	sometimes	often	very often	not useful	not sure	quite useful	very useful	extremely useful
I use the title to predict the contents.										
I skip unknown words.										

Appendix B

Kelime Öğrenme Stratejileri Anketi (Ön-Anket)

Sevgili Öğrenciler,

Bu anket İngilizce kelimeleri nasıl öğrendiğinize ilişkin bilgi edinmek için yapılmaktadır. Anketten elde edilen bilgiler Kelime Öğrenme Stratejileri konulu bir yüksek lisans tezinde kullanılacaktır. Bilkent Üniversitesi İngilizce Öğretmenliği yüksek lisans programı çerçevesinde yapılmakta olan bu araştırmanın amacı üniversite öğrencilerinin kullandıkları kelime öğrenme stratejileri hakkında bilgi edinerek, onlara verilecek strateji eğitimi programını belirlemek, daha sonra da öğrencileri kelime öğrenme stratejilerini ne zaman, ne amaçla, nasıl kullanacakları konusunda aydınlatarak İngilizce kelime öğrenme sürecini daha kolay ve etkin hale getirmektir. Bu ankete vereceğiniz cevaplar tamamen gizli tutulacak, hiçbir şekilde üçüncü kişilere açıklanmayacak, başka bir amaçla kullanılmayacaktır. Bu ankette yanıtlayacağınız soruların doğru ya da yanlış cevapları yoktur. Bu nedenle soruları yanıtlarken kelime öğrenirken neler yapılması gerektiği ya da neler yapmak istediğinizi değil, lütfen gerçekte neler yaptığınızı belirtiniz. Araştırmanın sağlıklı bir şekilde yürütülebilmesi için lütfen hiçbir soruyu atlamadan tüm sorulara samimi bir biçimde cevap veriniz. Ankette her bir stratejiyi hangi sıklıkta kullandığınıza ve bu stratejiyi ne ölçüde yararlı bulduğunuza ilişkin sorular yer almaktadır. Lütfen size uygun olan seçeneğe ✓ işareti koyunuz.

Bu araştırma ve sonuçları ile ilgili daha ayrıntılı bilgi edinmek isterseniz tezgiden@bilkent.edu.tr adresine e-posta atabilirsiniz. Katılımınız için teşekkür ederim.

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	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
1. Kelime öğrenmek için plan yaparım.										
2. İngilizce kelime bilgimi nasıl geliştireceğimi öğrenmek için kelime öğrenimi üzerine yazılan kitapları okur, öğretmenlerime ve arkadaşlarıma sorular sorarım.										
3. Ders programımı kelime öğrenmeye zaman ayıracak şekilde yaparım.										
4. Öğrendiğim yeni kelimeleri belirli zaman aralıklarıyla gözden geçiririm.										
5. Kelime öğrenmek konusunda ilerleme kaydedip kaydetmediğimi düşünürüm.										
6. Yeni öğrendiğim bir sözcükle başka bir metinde karşılaştığımda oradaki yeni kullanımına ve yeni anlamına özellikle dikkat ederim.										
7. Önüme çıkan her fırsatta yeni sözcükler öğrenirim.										
8. Öğretmenlerimin ve sınıf arkadaşlarımin kullandıkları yeni kelime ve ifadelere dikkat ederim.										
9. Ders kitaplarından, teksirlerden ya da okul içinde İngilizce olan her şeyden yeni sözcükler öğrenirim.										
10. Sözlük çalışarak kelime bilgimi artırmaya çalışırım.										
11. İngilizce kelime bilgimi ders kitaplarının arkasında yer alan ya da kendi hazırladığım kelime listelerini ezberleyerek artırırım.										
12. İngilizce kelime bilgimi ders dışında hikâye kitapları, gazete, dergi, vs. okuyarak artırırım.										

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
13. Yeni sözcük öğrenmek için İngilizce oyunlar oynarım.										
14. Okul dışında İngilizce yazılmış her tür yazıdan yeni sözcükler öğrenirim.										
15. Bilmediğim bir sözcüğün anlamını çevremdeki İngilizce bilen kişilere (öğretmenime, arkadaşşıma, vs.) sorarım.**										
16. Yazılı bir metinde bilmediğim bir sözcükle karşılaştığımda sözlüğe bakmak yerine bu sözcüğün anlamını tahmin ederim.										
17. Yazılı bir metinde bilmediğim bir sözcükle karşılaştığımda sözcüğün anlamını tahmin etmek yerine sözlüğe bakarım.										
18. Yazılı bir metinde bilmediğim bir sözcükle karşılaştığımda önce sözcüğün anlamını tahmin eder, sonra sözlüğe bakarım.										
19. Yazılı bir metinde bilmediğim bir sözcükle karşılaştığımda o sözcüğü göz ardı ederim.****										
20. Eğer yazılı bir metinde geçen bir sözcüğün anlamını bilmiyorsa o sözcüğün türüne (isim, fiil, sıfat, vs.) bakarak anlamını tahmin etmeye çalışırım.										
21. Eğer yazılı bir metinde geçen bir sözcüğün anlamını bilmiyorsa o sözcüğün ön ek, son ek ve kökünü inceleyerek anlamını tahmin etmeye çalışırım (örneğin un-happi-ness).										

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
22. Bir sözcüğün anlamını bilmiyorsa onu Türkçeye yabancı dillerden geçmiş bir sözcüğe benzeterek anlamını tahmin etmeye çalışırım (örneğin İngilizce'deki "reaction" sözcüğünü Türkçe'deki "reaksiyon" sözcüğüyle bağdaştırırım).**										
23. Yazılı bir metinde geçen bir kelimeyi bilmiyorsa varsa metnin etrafına iliştirilen resimleri, şekilleri inceleyerek anlamını tahmin etmeye çalışırım.**										
24. Yazılı bir metinde geçen bir kelimeyi bilmiyorsa o sözcüğün, onunla aynı cümlede yer alan öteki sözcüklerle olan ilişkisine bakarak, örneğin bilmediğim sözcük sıfatsa nitelediği isme bakarak anlamını tahmin etmeye çalışırım.										
25. Yazılı bir metinde geçen bir sözcüğü bilmiyorsa sözcüğün içinde bulunduğu cümle ile aynı paragraftaki öteki cümlelerin ilişkisini, özellikle de kullanılan <i>but</i> , <i>however</i> , <i>firstly</i> gibi bağlaçları inceleyerek anlamını tahmin etmeye çalışırım.										
26. Bilmediğim bir sözcüğün anlamını tahmin etmek için içinde yer aldığı metnin ana düşüncesine bakarım.										
27. Bilmediğim bir sözcüğün anlamını tahmin etmek için deneyimlerimden ve sağduyumdan yararlanırım.										
28. Sözlük kullanmam gerektiğinde İngilizce-İngilizce sözlüğe bakarım.										
29. Sözlük kullanmam gerektiğinde İngilizce-Türkçe/Türkçe-İngilizce sözlüğe bakarım.										

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
30. Yeni karşılaştığım bir sözcüğün telaffuzunu sözlüğe bakarak öğrenirim.										
31. Sözlüğe yeni öğrendiğim sözcüğün bütün anlamlarını öğrenmek için bakarım.										
32. Daha önceden bildiğim bir sözcüğün belirli bir metin içinde kazandığı anlamı anlayamıyorsam sözlüğe bakarım.										
33. Sözlüğe bilmediğim bir sözcüğün türünü (isim, fiil, sıfat, vb.) öğrenmek için bakarım.										
34. Sözlüğe bir sözcükten türeyen öteki sözcükleri öğrenmek için bakarım (örneğin <i>inform/information</i>).										
35. Sözlüğe bir sözcüğün gramer özelliklerini (örneğin fiillerin ikinci, üçüncü hallerini, sözcüklerin hangi preposition'larla kullanıldıklarını, vs.) öğrenmek amacıyla bakarım.										
36. Sözlüğe bir sözcükle birlikte kullanılan öteki kalıplaşmış sözcükleri/deyimleri öğrenmek için bakarım (örneğin <i>business journey</i> mi denir, <i>business trip</i> mi?).										
37. Sözlüğe sözcüklerin kullanım sıklıklarını, yaygın olarak mı yoksa nadiren mi kullanıldıklarını öğrenmek için bakarım.										

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
38. Sözlüğe, sözcüğün kullanılışını (eski İngilizce’de mi modern İngilizce’de mi, Amerikan İngilizcesinde mi, İngiliz İngilizcesinde mi, resmi olan ortamlarda mı gayri resmi olan ortamlarda mı kullandığımı vb.) öğrenmek için bakarım.										
39. Öğrenmeyi düşündüğüm sözcükleri yazmadan aklımda tutmaya çalışırım.****										
40. Öğrenmeyi planladığım sözcükleri altlarını çizerek, daire içine alarak, renkli kalemlerle boyayarak vs. işaretlerim, böylece onlara kolaylıkla odaklanabilirim.										
41. Kelime defteri tutarım.**										
42. Öğrendiğim kelimeleri kâğıtlara yazıp duvara asarım.**										
43. Yeni öğrendiğim sözcükleri kendi hayatımla bağdaştırarak aklımda tutmaya çalışırım.**										
44. Yeni öğrendiğim sözcükleri aklımda tutmak için resimler çizer ya da kelimeleri bazı resimlerle bağdaştırırım.**										
45. Yeni öğrendiğim kelimeleri aklımda tutmak için onları gruplarım.										
46. Anlam haritaları (semantic map) çıkararak kelimeleri aklımda tutarım.**										
47. Yeni öğrendiğim sözcükleri hafızama kaydedebilmek için onları tekrar ederim.										
48. Yeni öğrendiğim sözcükleri yüksek sesle sürekli tekrar ederim.										
49. Yeni öğrendiğim sözcükleri aklımdan tekrar ederim.										
50. Yeni öğrendiğim sözcüğün yazılışını sürekli olarak zihnimde canlandırırım.										
51. Yeni öğrendiğim sözcüğü defalarca yazarım.										

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
52. Yeni öğrendiğim bir sözcüğü hatırlayabilmek için sözcüğü hecelerine ayırırım.										
53. Yeni öğrendiğim bir sözcüğü hatırlayabilmek için onu anlamlı bölümlere ayırırım (örneğin birth-day).										
54. Yeni öğrendiğim bir sözcüğü hatırlayabilmek için onun önekini, sonekini ve kökünü incelerim (örneğin <u>il</u> -legal, cycl- <u>ist</u>)										
55. Yeni öğrendiğim sözcüğü içeren örnek cümleleri aklımda tutmaya çalışırım.**										
56. Yeni sözcükleri hatırlamamı kolaylaştırması için çağrışımlardan yararlanırım, örneğin <i>holiday</i> sözcüğünü öğrenirken bu sözcüğü hatırlamam kolay olsun diye çağrıştırdığı şeyleri düşünürüm.										
57. Yeni öğrendiğim sözcüğü hatırlayabilmek için zihnimde sözcüğe ilişkin görsel bir imge (örneğin öğrendiğim sözcük somut bir nesneyi ifade ediyorsa o nesneyi) canlandırırım.										
58. Yeni öğrendiğim sözcüğü İngilizcedeki benzer sesli başka bir sözcükle bağdaştırırım (örneğin family/familiar, goat/coat).										
59. Yeni öğrendiğim sözcüğü Türkçedeki benzer sesli bir sözcükle bağdaştırırım. (örneğin car-kar)										

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
60. Ses ve anlam çağrışımlarından yararlanırım. Örneğin, yeni sözcüğü benzer sesli Türkçe bir sözcükle bağdaştırır, sonra yeni sözcüğün anlamıyla Türkçe sözcüğün anlamının etkileşimine dayanarak zihnimde bir imge/resim yaratırım, böylece yeni sözcüğün anlamını da telaffuzunu da daha kolay hatırlarım. Örneğin İngilizce’de zindan anlamına gelen <i>dungeon</i> sözcüğünü zindandaki bir mahkumun zindanda bulunan su borusuna vurarak DAN ve CIN seslerini çıkardığını düşünürüm, böylece <i>dungeon</i> sözcüğünün zindan anlamına geldiğini aklımda tutarım.***										
61. Yeni öğrendiğim kelimeleri aklımda tutmak için kafiyeler türetirim (two is a shoe, three is a tree, four is a door ...).**										

* Bu anket Fan’den (2003) adapte edilmiştir.

** Schmitt’den (1997) alınan ya da adapte edilen maddeler.

*** Bu maddedeki örnek Duyar’dan (1996) alınmıştır.

**** Bu maddelerin puanları 5’den 1’e doğru verilmiştir.

1. Mezun olduđunuz lise tiri:

a) Lise b) Süper Lise c) Anadolu Lisesi d) Özel lise e) Diđer

2. Daha önce hazırlık okudunuz mu?

a) Evet b) Hayır

3. İngilizce'den başka bir yabancı dil biliyor musunuz?

a) Evet (_____ Lütfen belirtiniz)

b) Hayır

4. Bu ankette yer alan kelime öğrenme stratejileri dışında kullandığınız

başka bir strateji varsa lütfen belirtiniz:

ÖRNEK:

	Bu stratejiyi hangi sıklıkta kullanıyorsunuz?					Bu stratejiyi ne ölçüde yararlı buluyorsunuz?				
	hiçbir zaman	nadiren	bazen	sık sık	hemen her zaman	yararlı değil	emin değilim	oldukça yararlı	çok yararlı	son derece yararlı
Bir metni okumadan önce başlığından içeriğini tahmin etmeye çalışırım.										
Bir metinde bilmediğim sözcüklerle karşılaştığımda onları atlarım.										

Appendix C

Sample Learner Oral Interview *

(Translated from Turkish)

1. Researcher: First of all, I would like to thank you for your participation.
2. Student: You are welcome.
3. R: Would you like to speak in Turkish or in English?
4. S: In fact, I would want to speak in English, but my English is not good enough for it.
5. R: OK then, let's speak in Turkish. Could you please briefly talk about yourself, Sevgi? I mean things like where you are from, which high school you graduated from, your department ...
6. S: I graduated from normal state high school. I am from Ankara. I am 17. I am going to study finance. I did not have English background. But since I came here, I have put all the effort I could make for improving my English in let's say writing or reading. I mean I am working hard.
7. R: So you like learning English?
8. S: Yes, I do.
9. R: Do you regard yourself as successful in learning vocabulary? I mean can you say that you have no problems with vocabulary learning?

* Some of the learner interview questions were adapted from those of different studies (Gu, 2003b; Sadık, 2005; Saltuk, 2001).

10. S: If I really focus on learning vocabulary, I learn. You know there are the techniques we have learnt. Once I had watched on the tv a program called memory techniques. If I use those techniques, if I devote some time on learning vocabulary, I really am successful. But in order to be successful, I need to focus on vocabulary.
11. R: I see, OK, everybody has a different learning style. Some learn by writing, some by seeing and some revise a lot. How do you learn, what is your style?
12. S: Revising is very important, seeing is also important for me. For example, last week we had talked about learning by seeing...
13. R: Aha.
14. S: I went over the pages of my Longman dictionary, in our unit the topic was cleaning. For example, in the dictionary there was the word 'wipe.' Somebody was cleaning the table with a cloth. The caption read wipe up. In the picture there was some liquid, the person was cleaning it with a cloth. Now when I think about the word 'wipe', I remember that picture. So I think consulting the dictionary is an effective way of learning vocabulary.
15. R: Oh, I am glad to hear that. OK then, do you think that learning vocabulary is an important part of learning English?
16. S: Absolutely, it is. I mean vocabulary forms the infrastructure. First it is necessary to have the vocabulary knowledge. Then comes the grammar. This is how the infrastructure is formed.

17. R: I think you devote time for learning vocabulary, how much time do you devote?
18. S: Well, actually I do not plan the words I will memorize beforehand. When I am preparing for the quizzes, I prepare a list for the unknown words in the unit and the keywords. When I go over them again and again, they stay in my mind.
19. R: So were you studying on word lists up until now?
20. S: Yes, I would prepare lists. You know, I would write them in a mixed way. But it seems that grouping is a better idea. Via grouping, it is easier to remember words. To be honest, I don't study very much. I hear the words in the classes. The teacher repeats them for a few times. And in the dorm, my friends next door are studying at the prep classes, too. We had a discussion session in English last week in groups of three. We enjoyed ourselves and learnt new words from each other.
21. R: Wonderful! OK, we have been talking about vocabulary learning strategies for two weeks. What do you think about this process? Do you find these trainings helpful?
22. S: Certainly. Anyway, it is a great privilege for us being selected from among ten classes.
23. R: It is nice to hear that.
24. S: I have told my friends these trainings. Without doubt, they are useful. Nowadays I am reading a book on learning techniques by Münih Sökmen. I adopt the logic behind these techniques while my

friends are memorizing words. I think that I will achieve more with the techniques I have gained.

25. R: How nice! Do you think that these trainings should be given to everybody learning a foreign language?
26. S: Yes, certainly. It makes students more conscious. I mean in these two weeks I really, umm, we have learnt the fifth strategy today and I benefited very much from them. You know if we really use them, but I don't think that all of my friends will try to. Of course it is something to do with your inner-self. Even so I believe that it will be helpful if students are supported like this.
27. R: Of course not all of your friends in the classroom are as enthusiastic as you. But your excitement makes me happy. Now can you tell me what the most interesting thing was for you during strategy trainings?
28. S: (hesitates and then laughs) I am thinking about the last three or four weeks, this week ... I haven't met anything very interesting.
29. R: Please do not hesitate to say if there was nothing interesting for you.
30. S: Well (laughs) ... I mean I just find the training useful. There was nothing I was very surprised at. I mean, I learn new words, but I use the methods unconsciously. I realized what I have been doing unconsciously. I used some of them already. For example, one of our friends had mentioned during the lesson: 'revenue' and 'revani.' I was already linking words to each other. I had watched it

on TV. For example the word 'sue'. Ahmet and Sue get married and go to England. Then they have children. But Ahmet takes his children away from Sue. Then Sue sues Ahmet. This way I can remember the meaning of the word 'sue.' So I link the word with the person and what he/she does. That way I can retain the meaning of the word easily. So I was already using some of the strategies without being aware.

31. R: So now you are aware of what you are doing. OK. Did you have any trouble understanding something during the trainings?

32. S: No. Some of the explanations were made in Turkish. When I didn't understand something, these Turkish explanations helped me. So there was nothing I could not get.

33. R: OK, what do you think about the strategy we discussed today: guessing strategy?

34. S: Well, we can't consult the dictionary all the time when we don't know the meaning of a word. We had already known the thing, whether the word was a noun, a verb, etc. We were using that, but now it is more planned. We know what to do step by step. First I have to do this, I have to pay attention to the link between the sentences. Before the training, I was trying to guess, but it all occurred at once as I thought quickly. But I couldn't reach a definite answer. Now I know what I should do, so if I follow the steps I think I will succeed.

35. R: I am happy to hear that. Are there any strategies that you weren't using but you have started to use or you plan to use in the future?
36. S:what were the strategies? There were the pictures, our experiences, ... uh ..
37. R: Grouping ...
38. S: Grouping ...
39. R: And then the semantic map.
40. S: For example, I didn't use the semantic map before. I didn't spare any time for that. The other day, our teacher told us to do one about the music unit. Then we made a semantic map. I don't have the chance to draw a semantic map on a large piece of paper and hang it on the wall at the dorm but when I draw one in my vocabulary notebook, I remember the words in the semantic map easily.
41. R: OK, some of the students think that learning new words is difficult, boring and tiring. What is your opinion?
42. S: I think it depends on the person. If you are enthusiastic, it is fun. I like learning vocabulary. If you make a rigid schedule to learn vocabulary for memorizing words at a certain time, you feel yourself obliged to do that. Then your brain gets tired quickly and our capacity becomes low. But if we make learning vocabulary fun ...
43. R: When you consider it as a hobby ...
44. S: Whenever I learn new words, I feel happy. I think that I have learnt something new. Sometimes we talk about this with friends. The

new words I learn come to my mind before I go to bed every night.
I feel happy when I consider the new words I have learnt.

45. R: Great! Is there anything you would like to express or add?

46. S: Well (laughs), thank you very much indeed for providing us such an opportunity. This training really helps us. I learn new things I did not know before like semantic map as I told before. I did not use it beforehand. But I will in the future. I have a sister who studies at the prep class, as well. I will tell her everything I learnt. I will show her my diary. I will demonstrate my studies as examples. I do the same thing for my friends. I help them. Thank you very much indeed.

47. R: It is my pleasure.

Appendix D

Öğrencilerle Yapılan Mülakat Örneği*

1. R: Öncelikle katıldığın, zaman ayırdığın için çok teşekkür ederim.
2. S: Rica ederim.
3. R: Mülakatı hangi dilde yapmak istersin, Türkçe mi İngilizce mi?
4. S: Aslında İngilizce yapmak isterim ama şu anda yeterli seviyede değilim.
5. R: Peki o zaman Türkçe konuşalım. Önce kendinden söz etmek ister misin, Sevgi? Nerelisin, hangi lisede okudun, bölümün ne?
6. S: Düz lise mezunuyum. Ankara'dan geliyorum. 17 yaşındayım. Maliye bölümündeyim. İngilizcede çok alt yapım yoktu. Ama işte geldiğimden beri böyle writing olsun, reading olsun elimden gelen gayreti gösterdim, yani çabalıyorum.
7. R: İngilizceyle aran iyi yani?
8. S: Seviyorum.
9. R: İngilizce kelime öğrenme konusunda kendini başarılı buluyor musun? Yani ben kelime öğrenme işini hallediyorum, sorunum yok diyorsun musun?
10. S: Kelime öğrenme konusu üzerine çok eğilirsem öğreniyorum yani, hani o öğrendiğimiz teknikler falan, önceden de televizyonda izlemiştim hafıza teknikleri adlı programları falan, o teknikleri

* Bu mülakatta yer alan kimi sorular farklı çalışmaların mülakatlarında kullanılan sorulardan adapte edilmiştir (Gu, 2003b; Sadık, 2005; Saltuk, 2001).

kullanırsam, zaman ayırırsam gerçekten başarılı oluyorum, ama üzerine eğilmek gerekiyor.

11. R: Evet ... peki herkesin farklı bir öğrenme tarzı var, mesela bazıları yazarak, bazıları görerek öğreniyor ya da sürekli tekrar ediyor, sen nasıl öğreniyorsun, senin tarzın ne yani?
12. S: Tekrar etmek çok önemli, görmek de benim için çok önemli. Mesela o hani geçen hafta görerek öğrenme üzerinde durmuştuk.
13. R: Hıhı ..
14. S: Sözlüğü karıştırdım, Longman'deki sözlüğü, oradaki üniteye temizlik konusu vardı, orada mesela işte 'wipe' vardı, masayı böyle bezle siliyordu, normalde bilmiyordum hazırlık yapmadan gidince çok zorlandım o üniteye bilmediğim çok kelime vardı, yanında da mesela okulda öğrenmediğimiz halde wipe up yazıyordu orada da böyle bir ıslak bir şey vardı, onu bezle siliyordu, şimdi wipe deyince resimler geliyor aklıma, o yüzden sözlüğe bakmak çok yararlı oluyor ben karıştırdım çok iyi oldu sözlüğü ..
15. R: Ne güzel, çok sevindim. Peki kelime öğrenmek İngilizce öğrenmenin önemli bir parçası mı sence?
16. S: Kesinlikle çok önemli yani, kelime zaten alt yapıyı oluşturuyor, önce kelime bilgisine sahip olmak gerekiyor, sonra gramer geliyor, öyle şekilleniyor, altyapı.
17. R: Kelime öğrenmeye zaman arıyorsun galiba, ne kadar zaman ayırıyorsun?

18. S: Yani aslında hani şu kelimeleri ezberliyicem diye bir program yapıp da çok fazla çalışmıyorum ama böyle daha çok işte quiz öncelerinde falan hazırlık yaparken üniteadaki işte bilmediğim kelimeleri, key wordleri falan çıkarıyorum böyle, onlara sürekli bakınca aklımda kalıyor yani.
19. R: Peki liste halinde mi çalışıyordun onlara şimdiye kadar, listeler mi çıkarıyordun?
20. S: Liste yapıyordum, yani karışık yazıyordum hepsini ama işte gruplandırmak çok daha iyi oluyor, o şekilde daha iyi aklımda kalıyor. Yani açık konuşmak gerekirse çok fazla bir çalışmam yok, yani işte duyuyorum birkaç kez tekrar ediliyor derste falan hoca sürekli tekrar edince, yurttan da yan odada 6 kişi hazırlık okuyor, geçen hafta münazara yaptık İngilizce mesela yurttan üç kişi üç kişi, çok eğlendik, birbirimizden yeni kelimeler öğrendik.
21. R: Ne kadar güzel, bravo. Peki iki haftadır kelime öğrenme stratejileri hakkında konuşuyoruz, ne düşündün bu süreç hakkında, yararlı buldun mu böyle bir eğitim verilmesini?
22. S: Kesinlikle zaten on tane sınıfın içinde bizim sınıfın seçilmesi çok büyük bir ayrıcalık diye düşünüyorum.
23. R: Çok sevindim.
24. S: Arkadaşlara falan gidince anlatıyorum falan. Yani kesinlikle. Şimdi bir kitaba başladım Münih Sökmen'in kesintisiz öğrenme diye. Yani o kitabın konusu da kesintisiz öğrenme, öğrenme teknikleri falan. Arkadaşlarım kelime çalışırken ben bu teknikleri alıyorum, mantığını

kapıyorum. Aldığım tekniklerle daha çok başarı elde ederim diye düşünüyorum.

25. R: Ne güzel, çok sevindim. Peki sence bu eğitim herkese verilsin mi?
26. S: Bence kesinlikle öğrenciler daha bilinçli oluyorlar. Yani bu iki haftada ben gerçekten çok işte bugün beşinci stratejiyi gördük yani çok faydasını gördüm yani onları kullanırsak zaten ama zannetmiyorum bütün arkadaşlar çabalayacaklar falan tabii kişinin içinden gelen bir şey ama yine de yol gösterilse faydalı olur.
27. R: Tabii 24 kişinin hepsi de senin gibi heyecanlı değil, ama senin heyecanını görmek beni mutlu etti. Peki bu eğitimler sırasında sana en çok ilginç gelen şey ne oldu?
28. S: (gülerek) geçen haftaları düşünüyorum, bu hafta zaten ...çok ilginç bir şeyle karşılaşmadım.
29. R: Pek de ilginç bir şey yoktu da diyebilirsin.
30. S: Yani (gülerek) ... yani sadece güzel buluyorum, faydalı buluyorum, yani öyle hani çok şaşırdığım bir şey olmadı, yani hani kelimeleri öğreniyorum fakat, ama kullandığım yöntemleri farkında olmadan kullanıyordum ben, hani bunları bunları yapıyormuşum, önceden de mesela bu hani arkadaşımız bahsetmişti revenue revani falan, mesela o işte bağlantı yapıyordum, televizyonda da izlemiştim, mesela sue dava etmek, Ahmetl ile Sue evleniyor İngiltere'ye gidiyor, bunlar kavga edip ayrılıyor, Ahmet çocukları kaçırıyor, Sue Ahmeti dava ediyor, sue dava etmek. Yani kelimeyi kişiyle yaptıklarıyla bağdaştırıyorum,

- o şekilde aklımda kalıyor, yani kullandığım yöntemleri farkında olmadan kullanıyormuşum...
31. R: Şimdi farkındalık kazandın yani. Peki bu eğitimler sırasında anlamadığın, anlamakta zorluk çektiğin, bulanık kalan bir şey oldu mu?
32. S: Yok yani açıklamalar falan yapılıyor Türkçe, anlamadığımız zaman onlar yetiştiriyor yardımımıza. Yani öyle anlamadığım bir şey olmadı.
33. R: Peki bugün konuştuğumuz strateji konusunda ne düşünüyorsun tahmin etme?
34. S: Yani mutlaka sürekli sözlüğe bakamıyoruz anlamadığımız zaman. Hani o şeyi falan önceden görmüştük zaten hani zarf mı, sıfat mı, fiil mi falan, onu zaten hani kullanıyorduk, ama daha işte programlı oldu, basamak basamak, önce bunu yapmam gerekiyor, işte önündeki arkasındaki cümlelerle bağlantısına dikkat etmem gerekiyor, yani hani bakıyordum böyle birden hani şu olabilir falan, birden hızlı düşünüyordum, kesin bir şeye ulaşamıyordum ama şimdi yapmam gerekenleri sırayla biliyorum o yüzden basamakları tek tek uygularsam daha başarılı olucam.
35. R: Sevindim. Peki bu konuştuğumuz stratejilerden daha önce hiç kullanmadığın ama kullanmaya başladığın ya da kullanmayı düşündüğün bir şey oldu mu?
36. S:Şimdi stratejileri düşünüyorum, resimler vardı, deneyimlerimiz vardı, ... ııh ..
37. R: Gruplama vardı.

38. S: Graplama vardı...
39. R: Bir de semantic map vardı.
40. S: Semantic mapi mesela kullanmıyordum, yani ona ayrı bir zaman ayırmıyordum. İşte geçen ünite de hocamız da söyledi işte, şey müzik ünitesinde, o şekilde bir semantic map yaptık, hani gerçekten günlüğümde de yazmışım, onu böyle kocaman sınıfta yaptığımız gibi kartona yazıp duvara yapıştırma imkânım yok yurtta ama defterimi de sürekli karıştırıyorum. Göze çarpan yerlere yaptığım zaman akılda kalıyor yani.
41. R: Peki bazı öğrenciler kelime öğrenmek çok zor, çok sıkıcı ve çok yorucu diye düşünüyor, sen ne düşünüyorsun?
42. S: Yani bence o kişinin kendisiyle ilgili. Çok hevesin varsa çok zevkli oluyor. Ya ben seviyorum. Kelime öğrenmek hani bazen böyle çok moda mod oturup şu kelimeleri öğreecem falan diye, yani şu saatler arasında şu kelimeler ezberlenecek, bu şekilde yapınca insan kendini zorunda hissediyor, o zaman beyin kendi kendini ister istemez yoruluyor, kapasitemiz düşünüyor, ama işte onu eğlenceli hale getirirsek ...
43. R: Hobi gibi düşününce yani..
44. S: Ben her kelime öğrendiğimde böyle kendime bir şeyler kattığım için çok mutlu oluyorum, bugün bunu öğrendim falan diye, arkadaşlar arasında konuşuyoruz bazen. Yeni kelimeler öğreniyorum, her gece yatmadan önce aklıma geliyor, bugün bu kelimeyi öğrendim ne güzel diye.

45. R: Ne güzel, peki söylemek istediğın eklemek istediğın bir şey var mı?
46. S: Yani (güler) çok teşekkür ederim, gerçekten yani böyle bir fırsatı bize sunduğunuz için. Gerçekten ışık tutuyor, yani bilmediğım şeyleri de öğreniyorum, yani dedim ya semantic map falan, bunu kullanmıyordum. İleride kullanıcam, benim mesela bir de ablam var o da hazırlıkta okuyor, ona da bunları anlaticam hepsini eve gidince. Günlüğümü falan da okutucam, yani notlar falan alıyorum, kendi yaptığım çalışmaları sen de böyle yap falan diye örnek göstericem, arkadaşlarıma falan da anlatıyorum, yardımcı oluyorum, bu yüzden size gerçekten çok teşekkür ediyorum.
47. R: Ben de sana çok teşekkür ederim.

Appendix E

Teacher Interview Questions (Pre-Interview)

- What do you think about the place of vocabulary in language learning/teaching?
- To what extent do you think your students are aware of the significance of vocabulary?
- Do you think they make an effort to learn vocabulary?
- What do you think of the strategy training process? Is it going to raise their consciousness?
- Do you think you will benefit from the experience?
- Do you foresee any possible problems?
- How effective do you feel that the strategies we will teach will be in assisting student's acquisition of vocabulary?
- Do you feel that these strategies will assist students in becoming more independent?
- How do you think your students will react to the use of strategies?
- Do you have any other comments/suggestions?

Appendix F

Sample Teacher Oral Interview (Post-interview)

(Translated from Turkish)

1. Researcher: Thank you once again for your participation.
2. Teacher: You are welcome.
3. R: Before the trainings started, you had told me that you were sure trainings would work. What do you think now, did they really work?
4. T: Absolutely. I have two preparation classes and inevitably you compare them. Especially for the guessing strategies, I observed that the other class cannot use it professionally. They somehow guess, but do they do that consciously? Or they can't guess. Really. My students did not know the steps of guessing or how to infer the meaning from context before. If I didn't have another prep-class, perhaps I wouldn't notice the difference. And then there is the dictionary. We have just given its training, but I have seen that some of the students took their big Longman dictionaries to class. I gave plus to some students today. They had difficulty in carrying those heavy dictionaries, but even so they had brought them to the classroom. In the past, they were reluctant to consult even their mini-dictionaries. Because they had prejudices about comprehending the dictionary entries. But now we have done away

with their biases. While reading, students were still using their small bilingual dictionaries. I asked them why they were still using those dictionaries. Then they started to use mini-dictionaries. They are able to understand the definitions nowadays. If we hadn't given the strategy training, they wouldn't have thought of using these strategies or they wouldn't have been conscious about the strategies they used. Even though some of the students kept vocabulary notebooks beforehand, they were using only one method: writing L1 equivalents in an alphabetical order. Now all of them have started to keep vocabulary notebooks, this is great. In addition, they have made their vocabulary notebooks fun. It is no more a boring notebook. Some of the students bought new notebooks. We have seen these before our eyes. This week they may not be dealing with their vocabulary notebooks due to the exam. I haven't been able to examine the notebooks in detail yet, but the students have drawn pictures. And then there is the semantic map. I had only drawn a semantic map once or twice. Now they draw semantic maps on their own. They all remember pictures and semantic maps about the strategies. As they spent time on them, they realized that they are able to remember the words they dealt with. Some of them drew maps or pictures on their notebooks. Small and black and white notebooks have undergone a transformation and became colorful, big and fun. The most important thing is that they are using the vocabulary notebook now. Perhaps they were only writing the

Turkish equivalent of words beforehand. Now they sometimes have a look at their notebook and carry them around ... perhaps we couldn't reach all 24 students. Not all of them are bringing their notebooks to class or not all of them are recording the new words daily. But a great number of them are carrying the notebooks with them. They are using it; they aren't throwing their notebooks away. When I was a student, I did the same thing. I used to write the words in very small letters. But now we have told them to spare a whole page for just one word if it is necessary and to paste pictures. When it is not a boring or a monotonous notebook, perhaps that page will stick to their minds. I have realized that when you really want to teach something and teach it, you can achieve anything. I had never thought of doing such a thing before. I hadn't told my students to keep a vocabulary notebook. You know, there are key word sections in our course books. I asked my students which strategy was used in that section. They answered grouping instantly. Before the trainings, the words grouping or semantic mapping meant nothing for them.

5. R: OK, again before we gave the training sessions, you had said that they would learn a lot about the dictionary and that they would realize many things they weren't aware of. Did they realize?

6. T: Certainly they realized. As I have told before, even I myself learnt a lot. If they had gone over the pages of their dictionaries, they would have already known these. But if we hadn't given the

strategy instruction, their dictionaries would stay in their places in the dusty shelves. What is more, we have told them even the minor details in the dictionary one by one. They have noticed that if used, details could be very useful. We not only taught them these, but we also encouraged them to use the dictionary, as one of the students said. They started to take their dictionaries to class and started to use them. I am sure we will also see the results of dictionary use in the vocabulary notebook. Before the trainings, I don't think many of them wrote the information about part of speech for example. From now on they will record such information as well into their vocabulary notebooks.

7. R: To start using a monolingual dictionary requires a certain period of time. We are just at the beginning. Is there a ray of hope in the horizon?

8. T: Yes, there is but it partly depends on me, I guess. The more I encourage students to use the strategies, the more they will use them. With your recommendation, I selected one responsible for bringing in the dictionary each week. Today one student asked a question whether to use research with do or make. Then I said let's consult the dictionary. I asked them which word to look up, make or research. Then we found out that it is used together with do. So I think this is a way to encourage learners. If they record some information from the dictionary into their vocabulary notebooks, we will see that they use these strategies. I should sometimes

remind them word frequency. Our trainings should not be limited to two or three hour instructions. They have learnt the theory during the training sessions; we also provided them with a chance to practice. But if they do not use, they will lose what they have gained. They have also learnt the signposts in the dictionary; they will use them to find the correct meaning according to the context.

9. R: Their attention and interest in guessing strategies had surprised us. What would you like to say about this?

10. T: They demonstrated this interest during the session and as I said before unfortunately I compared their performances with the other class. I saw that there is a difference really between two classes. They guess consciously. This is important and their guesses are better now. And I ask in every reading part whether they had guessed the meaning of any unknown words and how they did this. Of course not everybody is willing to share their experiences, but they are really aware of what they are doing. I can also inform the other class when the need emerges, as well. But I do not think it will work. I had already told them how to guess when the need emerged in the first term as well. But now I see that it is not enough to tell them what to do when the need emerges. We should give extra training on this and perhaps I should give the other class an explicit training as well.

11. R: We had agreed on the need for strategy training. Do you think we were able to meet these needs?

12. T: Yes ... (laughs) I thought ... when I first said that my students needed such training, I had another class. I did not know much about this class at first actually. OK, there are very good students but there are very weak students, too. But when I compare their performances before and after in all strategy groups we taught, I think we have created a difference from the beginning to the end ... when I said they needed ... I am trying to think of the first days (laughs) ... particularly a few students are very good. They almost always get high scores from tests like 90 or 100. I think that means they have found certain strategies for themselves and that is why they are successful. They may not have needed such training; they have just practiced and they are faster now in using the strategies. But the others ... they are really ... ummm ... unaware of many things I feel ... so that means they really needed the training.
13. R: So this class needed strategy training as well, OK. You are already trying to integrate strategy training into the regular classroom schedule as much as you can. What else could be done for the future?
14. T: We will make a strategy poster and then the word cards. And then something came to my mind: I will spare one class hour each week for making semantic maps, drawing pictures or preparing word cards so that we can revise the words of that week as this will make them learn better.
15. R: Do you think that we managed to teach them how to catch fish?

16. T: Yes, we taught absolutely, I mean yes .. but what they will do with this depends on them ... if they want to catch fish, they will. If they don't want to, they won't. We did our best and I will try to implement the strategies during the lessons from now on ... there are certain students who created blocks. If they don't want to do anything, you can never ever make them do something. But we managed to teach things to them, as well. We taught, but if they do not practice ... they will stay hungry (laughs) but there are only a few students like that. We have reached all of them and it is their own choice whether to use the strategies or not.
17. R: How did the training sessions go in your opinion?
18. T: Especially because we used technology, they were really effective and different. When I told them today that the trainings were over, they were surprised and they wanted to know if we wouldn't give any other training again. If they didn't really believe in the usefulness of trainings, they wouldn't react like this. That is to say, they believe that they really benefited.
19. R: Did you think at any time during the trainings that things did not work?
20. T: No, but in the last session, they had difficulty in some of the activities. I hadn't imagined that they would have trouble. But perhaps they were tired or bored at the end of the class. If they do some more practice, they may understand that the dictionary is not that difficult.

21. R: Was there any time that you thought “oh, everything is great?”
22. T: During the session on guessing and when I saw the vocabulary notebooks. And for the dictionary, when I saw the result. Especially when they were dealing with the colorful pens and big pieces of paper, they devoted themselves to the task. Even if they are adults, they like dealing with these and thus the effect becomes long-lasting.
23. R: Was there any other thing that you did not realize before as a teacher but one you realized during the trainings?
24. T: Yes, there was. I realized that I had to give strategy training at the very beginning of the term. For example, if they had kept the vocabulary notebook, they would have had a great source in their hands now. They should in fact keep them from the very first day onwards. Yes, I am serious. Perhaps guessing should be taught in later stages. And for the dictionary, they may be shown how to benefit from their mini-monolingual dictionaries. As a teacher, I also learnt the details of a dictionary. And the more you involve learners in the activity, the more long-lasting learning becomes. If it weren't for these trainings, I wouldn't ask my students to draw semantic maps or group words. And the dictionary. I wouldn't ask them to bring their dictionaries every day or I wouldn't choose a dictionary responsible for each week.
25. R: It was a hard and stressful experience. We were both nervous at the beginning, but everything went well.

26. T: As I told before, I had doubts in my mind. I knew that two or three hour sessions wouldn't be enough. I was hopeful but anxious at the same time. After the treatment process started, my anxiety level became lower day by day. I said OK, it works because I saw the difference and seeing it made me less nervous.
27. R: Would you like to add anything else?
28. T: I would like to thank you. I learnt a lot in terms of ELT from the materials you supplied me with. I gained a lot. It was a good experience for me as well.
29. R: Thank you very much indeed.

Appendix G

Öğretmenle Yapılan Mülakat Örneği (Son Mülakat)

1. R: Bir kez daha katılımın için çok teşekkür ederim.
2. T: Rica ederim.
3. R: Eğitimlere başlamadan önceki konuşmamızda strateji eğitimi eminim işe yarayacak demiştin, şimdi ne düşünüyorsun işe yaradı mı?
4. T: Yaradı, kesinlikle yaradı. Çünkü bunu ben iki sınıfa giriyorum işte. Hazırlıkta iki sınıfı ister istemez karşılaştırmaya giriyorsun ve özellikle tahmin etme yönteminde mesela diğer sınıfta hani profesyonel anlamda kullanamadıklarını gördüm. Tamam tahmin ediyorlar da neye göre tahmin ediyorlar farkında bile değiller ya da edemiyorlar hakaten işte tahmin ederken neye bakacağını ya da işte cümlenin içinden nasıl çıkaracağını yapamıyorlardı. Bunu da belki öteki sınıfa girmesem mesela bu sınıfta bunu başardığımızı hissedemeyecektim belki de. Ondan sonra sözlük mesela. Özellikle gerçi daha yeni verdik onun eğitimini ama ondan sonra birkaç kişinin sınıfa o büyük sözlükleri getirdiğini gördüm ve bugün mesela artı verdim, taşımak zor geliyordu ama getirmişlerdi. Mini dictionary'e bile bakmaya üşeniyorlardı eskiden. Çünkü işte bilmediğimiz kelime çıkar ya da anlayamayız gibi bir önyargıları

vardı ama önyargıyı yıktık. Baktım dün ya da bugün yaptığımız readinglerde özellikle yine küçük sözlüğe bakıyorlardı. Niye hâlâ onu kullanıyorsunuz diye sordum mini dictionary'e yöneldiler, anlamını da çıkarıyorlar artık. Biz bunun eğitimini vermeseydik bu stratejileri akıl edemeyeceklerdi ya da farkında olmadan kullanacaklardı. Kelime defterini önceden birkaç kişi tutsa bile sadece tek bir yöntem kullanıyorlardı a dan z ye kelime defterini hem herkes tutmaya başladı bu çok güzel bir şey, hem de kelime defterini daha eğlenceli hale getirdiler. Sıkıcı bir defter olmaktan çıktı. Yeni defter alanlar oldu. Bunları gözlerimizle gördük. Bence şimdi sınav olduğu için bu hafta için bir kenara atmış olabilirler. Özellikle ben çok fazla inceleyemedim henüz maalesef, işte resim yaptılar. Semantic map onu derste çok az geçiyordu, birkaç kez yapabilmiştim ben. Şimdi kendileri yaptılar. En çok akıllarında kalan resimler ve semantic map oldu. Üzerinde vakit harcadıkları için daha çok kalıcı oluyormuş bunu anladılar, bunun için de defterlerinde uygulayanlar olmuş. Küçük ya da tamamen siyah beyaz defterlerden şimdi resimli renkli büyük ve eğlenceli bir hale geldi. En önemlisi kullanıyorlar şimdi bunu. Önceden belki de sadece kelimelerin Türkçe karşılığını yazıyorlardı ama şimdi arada bir bakıp yanlarında taşıyıp ... belki 24 kişinin 24'üne de ulaşamadık ama ulaşamadık derken hepsi her gün getirmiyor ya da hepsi her gün öğrendikleri kelimeyi hemen not etmiyor belki. Ama birçok kişi yanında taşıyor bunu kullanıyorlar bir kenara atılmıyor

yani. Ben de öđreniyken öyle yapardım, küçücük küçücük yazardım şimdi dedik ya bir kelimeye gerekirse bir sayfayı ayırın resim yapıştırın dedik ya sıkıcılıktan monotonluktan kurtulunca belki o sayfa zihinlerinde bir resim olarak kalacak demek ki isteyince öğretilince oluyormuş ben bunu şimdiye kadar akıl etmemiştim. Daha doğrusu kelime defteri tutun dememişim. Şimdiye kadar tutan tutuyordu. Key wordler var ya kitapta ben de onlara sordum burada hangi strateji kullanılmış diye. Demek ki siz de böyle not edebilirsiniz diyordum ya da başka nasıl not edebilirsiniz diye. Hemen grouping dediler. Önceden grouping ya da semantic mapping sözcükleri hiçbir anlam ifade etmiyordu onlar için.

5. R: Peki sözlük konusunda çok şey öğrenecekler, bilmedikleri birçok şeyin farkına varacaklar demişsin o zaman konuştuğumuzda, farkına vardılar mı?
6. T: Farkına kesinlikle vardılar her zaman dediğim gibi ben bile çok şey öğrendim. Eğer sözlüğü daha önce karıştırıp inceleyip baksalardı bunları daha önceden öğrenmiş olacaktı. Biz şimdi bunları o sözlükler tozlu raflarda yerini koruyacaktı. Ayrıca tek tek sözlükteki en küçük detayları bile verdik. Detayların kullanılınca ne kadar işe yarayacağını fark etmiş oldular. Bir de sadece öğrenmek değil hakaten kullanmalarına teşvik etmiş olduk. Öğrencilerden biri bile bunu söyledi sözlüğü getirmeye başladılar ya da derste kullanmaya başladılar kelime defterlerinden de görücez eminim.

Daha önce olsa bile az kişidir sözlükten part of speech'i definition'ı bakıp yazan. Şimdi yazmaya başlayanlar olacak bundan sonra görücez.

7. R: Sözlük kullanmak süreç istiyor bu sürecin neresindeyiz, yeni başladık ama umut ışığı var mı?
8. T: Umut ışığı var ama biraz da bana bağlı gibi geliyor. Ben derste ne kadar teşvik edersem o kadar kullanacaklar gibi geliyor. Ders içinde işte ne kadar teşvik edebilirsem o kadar kullanacaklar gibi geliyor. Sözlükçü başı seçtim senin tavsiyenle. Her hafta bir kişi getirecek diye. Bugün birisi bir kelime sordu. Research kelimesi do'yla mı make'le mi kullanılıyordu diye, haa işte bakalım sözlükte var mı hangisine bakacaktık make'e mi research'e mi? Baktık do'yla kullanılıyormuş yani bu şekilde teşvik ediyoruz. Kelime defterinde de yazarlarsa kullandıklarını görmüş olacağız. Arada sırada sıklığını hatırlatabilirim de iyi olacak. İki üç saatlik eğitimlerde kalmaması lazım. O zaman teoriğini aldılar belki, pratiğini de yaptık ama kullanılmazsa her şey gibi unutulacak. Signpostları da görmüş oldular, context de nasıl geçiyorsa ona bakacaklar.
9. R: Tahmin etme stratejilerine gösterilen ilgi ve başarıları bizi şaşırtmıştı, buna ne diyeceksin?
10. T: Zaten bunu ders içinde de süper biçimde gösterdiler ve dediğim gibi ben diğer sınıfla karşılaştırdım maalesef. Yani farkı gerçekten gördüm tahmin etmeyi bilinçli bir şekilde yapıyorlar. Bu da önemli

ya da artık tahminleri daha doğru çıkıyor artık ve her readingte soruyorum tahmin ettiğiniz kelime oldu mu neye göre tahmin ettiniz falan diye. Tabii herkes parmak kaldırmıyor ama gerçekten bunu bilinçli bir şekilde yapıyorlar. Yeri geldikçe öteki sınıfta da söyleyebilirim ama bunun da çok işe yaradığını düşünmüyorum. Yani şöyle mesela ders içinde yeri geldikçe birinci dönem de yapıyorduk ama sadece yeri gelince söylemekle olmuyormuş bunun birebir hakkaten eğitimi verilince oluyormuş ... sınıfta yapabilirim hakkaten

11. R: Öğrencilerin böyle bir ihtiyacı olduklarını söylemiştik. Bu ihtiyacı karşılayabildik mi acaba?

12. T: Evet ... (gülür) şimdi şöyle düşündüm ben ilk ihtiyaçları var dediğimde başka bir sınıf söz konusu oldu o yüzden düşündüm bu sınıfı çok da iyi tanı mıyordum. Tamam iyi öğrenciler var ama çok zayıf öğrenciler de var. Ama 11 önceki halleriyle şimdiki halleri yani kelime defteri olsun işte sözlük kullanma olsun ya da tahmin etme olsun üçü de fark yarattı bence kesinlikle en başından en sonuna kadar .. ihtiyaçları var derken düşünmeye çalışıyorum ilk günleri (gülür)... şöyle birkaç kişi özellikle çok iyiler. İşte sürekli 90, 100 alan öğrenciler bunlar zaten kendi kendilerine bir şey oluşturmuşlar ki böyle başarılı olmuşlar onların belki böyle bir eğitime çok da ihtiyaçları yoktu pratik yapmış oldular daha bir hız kazandılar bunu yapmakta. Ama diğerlerinin gerçekten ...ihhh.

birçok şeyin farkına vardıklarını hissediyorum yani ... hakkaten ihtiyaçları varmış ..

13. R: Bu sınıfın da ihtiyacı varmış yani. Strateji eğitimini zaten derse entegre etmeye çalışıyorsun başka neler yapılabilir bundan sonrası için?

14. T: Strateji posterini yapacağız, kelime kartları. Sonra benim aklıma şu geldi: Her hafta en az bir saati böyle kartonlara semantic map ya da o hafta işlenen kelimeleri uygulamak için daha kalıcı olması için buna ayıracağım, bu resim mi olur kelime kartı mu olur semantic map mi olur artık bilmiyorum. Daha iyi öğrenmelerini sağlayacağı için ..

15. R: Balık tutmayı öğretebildik mi peki?

16. T: Evet öğrettik kesinlikle öğrettik aslında şöyle öğrettik .. ama bundan sonrası onlara kalmış aslında ... balık tutmak isterlerse tutacaklar istemezlerse tutmayacaklar. İşte biz elimizden geleni yaptık derslerde de uygulamaya çalışacağım bundan sonra ... çünkü birkaç öğrenci var ki duvar örmüş. Asla onlara istemezlerse hiçbir şey yaptıramazsın zaten ama onlara bile çok şey öğrettik üç hafta boyunca öğrettik ama uygulamazlarsa ... aç kalırlar (laughs) yani o kendilerine kalmış ama böyle olan birkaç kişi var zaten. Hepsine ulaştık bence uygulayıp uygulamamak onlara kaldı.

17. R: Dersler nasıl geçti sence?

18. T: Özellikle bir kere teknolojiyi kullandığımız için çok etkili oldu, farklı oldu, çünkü diğer derslerden bugün artık bitti dedim aaa gerçekten mi olmayacak mı bir daha dediler. Gerçekten faydalı

olduđuna inanmasalar byle bir tepki vermezlerdi. Demek ki onlar da ihh bir Őeyler kazandıklarına inanıyorlar.

19. R: Peki dersler sırasında bir Őeyler yolunda gitmiyor diye dŐndđ oldu mu?

20. T: Hayır ama en sonuncu dictionary’de bazı alıŐtırmalarda zorlandılar. Aslında dŐnmyordum zorlanacaklarını ama belki artık yorulmuŐ sıkılmıŐlardı ondan da olabilirdi. Biraz daha alıŐtırma yapsalar zor olmadığını anlayabilirler.

21. R: Her Őey ok iyi dediđin bir zaman oldu mu?

22. T: Guessing de ve vocabulary notebook’ları grdke. Dictionary de de sonucu grdđmde oldu. zellikle kartonlara yaparken direk kendilerini verdiler bu iŐe. Adult olsalar da bunları yapmak hoŐlarına gidiyor o zaman da daha kalıcı oluyor

23. R: Daha nce đretmen olarak fark etmediđin ama Őimdi fark etmeni sađlayan bir Őey oldu mu?

24. T: Oldu strateji eđitimi vermem gerekiyormuŐ zellikle de bunun senenin baŐında verilmesi gerekiyormuŐ nk bir dnem geti. Mesela kelime defterini senenin baŐından itibaren tutsalarmıŐ ok gzel bir kaynak olacaktı ellerinde Őu anda. Bundan sonra zellikle kelime defterini ilk gnden ok ciddiym hemen tutmaya baŐlasınlar ve bunun eđitimini vererek guessing belki biraz daha ileri aŐamada. Dictionary de mini dictionaryleri vardı onları kullanabilecekleri Őekilde. đretmen olarak ayrıca szlkteki detayları đrendim. Bir de đrencileri bir iŐe ne kadar sokarsan o

kadar kalıcı oluyormuş. Bunlar olmasa ben her hafta kartonlara semantic map grouping falan yaptırmayacaktım ya da sözlük olayı. Her gün getirmelerini istemezdim ya da sözlükçü başı seçtirmezdim

25. R: Çok zor ve stresli bir şeydi aslında gergindik ikimizde ama yine de zevkli gitti.
26. T: İlk başta dediğim gibi acaba başarabilir miyiz, iki üç saatlik dersin yetmeyeceğini tüm haftaya yayılması gerektiğini biliyordum eğitimlerin. Umutluydum ama kaygı vardı bunun yanında. Süreç başladıktan sonra kaygılarım giderek azaldı. Tamam oluyor tamam oluyor dedim, çünkü farkı gördüm gördükçe de daha zevkli hale geldi kaygılar azaldı.
27. R: Başka söylemek istediğin bir şey var mı?
28. T: Ben de teşekkür ederim, senin verdiği materyallerden de ELT anlamında çok şey öğrendim. Bana da çok şey kattı. Benim için de bir tecrübeydi.
29. R: Her şey için tekrar çok teşekkürler.

Appendix H

Sample Lesson Plan – Session I (Recording Strategies)

Grade Level: Prep–class

Language Level: Pre–Intermediate

Objective: To expand learners’ repertoire of strategies that could be used for recording new words

Time: 90 minutes

Preparation (20 minutes)

1. As a warm–up activity at the beginning, teacher starts the lesson by writing two words on the blackboard expressing extremes of physical or mental state, such as: tired/fresh, exhausted/energetic, or indifferent/excited. Teacher then elicits words that describe states between the extremes and adds one or two new words as well. T asks the students write down and/or say a few sentences describing how they feel at the moment. (e.g. I am not very tired. I feel fit, etc.) and encourages them to use the new words (e.g. ask if there is anyone who feels ...) (Scharle & Szabó, 2000).
2. Teacher tells students the objective of the lesson.
“Today we are going to talk about vocabulary notebooks. We will discuss which strategies we can use for recording new words. Thus, we will expand our repertoire of strategies so that we will be able to choose the strategies that are appropriate to our learning styles.”

3. Teacher notes that learners have already started using vocabulary notebooks. She asks students how they keep their vocabulary notebooks and how they organize new words. Teacher and students have a whole class discussion about the strategies they already use.
4. After the discussion, teacher notes that there is no best vocabulary notebook and that students will choose the best strategy for themselves to keep their vocabulary notebook during the training. Teacher also makes clear that those who already know and use the strategies will practice and share their opinions with their peers and those that do not use the strategies will have an idea why, where and how they will use these strategies.
5. Teacher asks students what may be the benefit of keeping a vocabulary notebook and elicits answers. Then she underlines the fact that vocabulary notebooks are necessary because people cannot learn a word the moment they see it. They have to repeat and revise the word so that they are able to remember it. However, there is not enough time for repeating and studying words in class so they have to study outside the class. Vocabulary notebook enables them to make this revision.

Presentation–Practice (55 minutes)

1. Teacher shows a picture or a photo to students and then writes down as many words as she can connected to the picture. Then names the strategy she uses. She says that she is using the strategy of linking words to pictures. It is made clear that this is not a free association exercise: the purpose is to link words to pictures. As she is modeling the strategy, she talks about how useful this is to remembering words. She tells the students that if somebody uses real pictures or imagines a picture in her mind, she can remember it easily. That is why she is

using the picture to remember the words. Then she tells the students that when they have trouble remembering words, they may draw a picture in their vocabulary notebooks, cut and paste a picture on their notebooks or imagine a picture in their minds. Then she distributes some pictures to different groups each showing something different (people or objects) neither too simple, nor too complex, such as a family coming out of a house, a dog chasing a cat, a figure standing in the rain. T gives one picture to each group and asks them to write down as many words about or connected to the picture as they can. After the students finish the activity teacher wants them to report the class the words they have come up with (Scharle & Szabó, 2000). Then the teacher starts a whole class discussion on how they can use this technique when learning words, e.g. they can make a list of words they find difficult to remember and try to link each with a picture (mental or real). For example, one of the best ways to remember body parts may be photocopying a picture of a body with signs showing different parts of human body. Another example might be the picture of a car to learn the words expressing the parts of a car. It is emphasized that students can use pictures according to their taste and that they can choose words about whatever they want to learn in English.

2. On the blackboard, teacher writes a list of words in random collection, with no grammatical or topical cohesion, that are new to the class. Then she asks learners to look at the list and try to memorize as many words as they can in five minutes. Then she erases the words and asks them to write down as many as they can remember. After five minutes, she does a quick survey to check results. Then she gives them another list where the same number of new words is grouped in some

logical way, and gives them the same task. Then she checks the results and compares them with the first one. She explains that in theory learners should do better on the second task, as the meaningful grouping of words helps retention. If this was not the case, she discusses what other factors may have helped them in doing the first task (Scharle & Szabó, 2000).

Teacher presents a list of ten to twenty words on the blackboard that she would like to review. Then she asks students to work in groups or pairs and arrange words into three or more categories, on any basis they find appropriate. They should give a name to each category. When students have managed to sort out most of the words, she asks for some of the category names, and has the rest of the class to figure out which words it may contain.

After the activity, she stresses that all the research show that organized material is easier to learn. She tells students that we can organize the new words in a meaningful way around topics (Scharle & Szabó, 2000). She recommends learners to give each page or double page a title, e.g. sport, education, phrasal verbs, idioms, useful expressions, sayings, poems, tongue twisters, etc. and tells them to record each one on a suitable page as they learn new words. They could also have a general index in the back of their book, with a space for each letter. Then as they learn new words, they enter them alphabetically with the title of the topic in brackets. Then she shows the students some examples of vocabulary notebooks. She tells ss that this is called **GROUPING**. She emphasizes the objective of this strategy: recording the words through grouping will enable learners to revise words every time they add a new word and when they have

trouble in remembering a recently learnt word, they can easily retrieve it by using their vocabulary notebook. Then she asks students if they already use it.

3. The next strategy the teacher illustrates is semantic mapping. First, she draws a semantic map on the board by thinking aloud and tells ss how and why she draws it. She tells the classes that this is called SEMANTIC MAPPING and that through this activity, students engage actively in a mental activity which retrieves stored prior knowledge and they find the opportunity to see the concepts they are retrieving graphically. Students learn the meanings and uses of new words, see old words in a new light, and see the relationship among words. They relate new concepts to their own background knowledge. Then she shows the class examples of semantic maps. After the modeling and explanation, she asks students to form groups and distributes each group a large piece of paper. She also supplies the students with colorful pens. Then she tells the class a word or topic related to classroom work. Then she encourages ss to think of as many words as they can that are related to the selected key word and then write them in the format of a map in categories. This time students are asked to brainstorm and verbalize their associations. After ss prepare their semantic maps, they show and talk about their maps and choose the best semantic map. The winner group is given presents.
4. Before the end of the lesson, she asks students to recall new words they learnt at the beginning of the lesson (see Preparation 1). She asks if their mood has changed since then, and whether the new words were easy to remember. T explains that some people learn best if they link new input to movement or sensations, and associating new words with their own physical/mental state can

help them remember words. Then tells that this is called LINKING WORDS TO YOUR OWN LIFE (Scharle & Szabó, 2000).

5. After the presentation and practice of these strategies, teacher goes on to giving some tips about keeping a vocabulary notebook.
 - Have your notebook only for vocabulary. It should be a size you can carry round with you.
 - Make it something enjoyable and colorful with pictures, poems, songs, photos, etc.
 - Make this vocabulary notebook a ‘personal dictionary.’ Choose at least fifteen words you would really like to learn each week and then create a personal relationship with what you are being taught.
 - You must make an effort and spend time and energy into learning new words, because the more energy a person devotes for a word, the more they will be able to recall it later.
 - Words need to be recycled to be learnt. One explicit memory schedule proposes reviews 5-10 minutes after the end of the study period, 24 hours later, one week later, one month later, and finally six months later.
 - Learners are individuals and have different learning styles.
6. Teacher asks students what other recording methods could be used and then suggests using flashcards, writing new words on post-its and sticking them on the walls or objects.

Evaluation (10 minutes)

1. Teacher initiates a whole class discussion about how they used the strategies and which strategies worked best for them.

2. Teacher underlines the fact that they can choose the strategies they prefer for keeping their own vocabulary book.
3. Finally, teacher asks students why she had asked them to evaluate their own use of strategies. Then tells the students that reflecting on their own use of learning strategies is important so that they can find the best strategies that work for them.

Expansion (5 minutes)

1. Teacher suggests that she can use these strategies to use in other subject areas and real life. She shares a personal strategy about using the strategy of linking things to images. She says:

“I always lose my car in large parking lots at shopping malls. Thus I use a strategy. After walking away from the car, I turn and look around and look at it, making a visual ‘snapshot’ image of the car in relation to permanent features of the scene, such as buildings, signs and trees – not other cars because they might move! I sometimes need to turn around more than once and take additional mental snapshots if it is a long way to the entrance of the mall. Later, when I return, all I have to do is visualize my snapshots—and there is my car” (Chamot et al., 1999).

Then she tells they can use semantic mapping for reading activities as well and shows examples.

Appendix I

Sample Pages from a Learning Diary

Page _____
Date _____

And we read sentence or paragraphs carefully. Finally, we should check if our guess is correct or not. In addition, we must look at root, prefix and suffix. We did some exercises about this strategy. First the teacher distributed papers to us. And she wanted us to guess the meaning of unknown words but only words were written on paper. So we didn't follow these steps. We decided part of speech and guessed the meaning. But most of them were wrong. Because we haven't got a text or a sentence. Later, the teacher delivered paper again. This paper was better than previous one. (RIGHT)

Page _____
Date _____

"STRATEGY TRAINING TWO"
We studied "Strategy Training II" today. We learnt a new strategy. This is guessing. We guessed the meaning of unknown words from context. The context is very important to understand the text. For example we did some exercises about guessing. According to the strategy first of all we must decide part of speech of word. Is it a noun, a verb, an adverb or an adjective? Later, we must look at the sentence or clause containing the word. If the word is an adjective which noun does describe it? And then we should look at the relationship between sentence or clause containing the word. (RIGHT)

Next day, I started a house picture on other paper and wrote rooms and features of house. Of course, I used colourful pens, too.

Two days later I drew two semantic maps about painting and building. At the bottom of the maps, I wrote words about room, house and style by using grouping strategy.

Later, I wrote objects of house the back page and matched the American words with the British words next to it. While I was using these strategies I learned with pleasure. I think taking pleasure from doing work is very important as well as useful.

When I started preparation school learning vocabulary was unpleasant for me. However at the end of these studies I'm very amused. If these strategies are learnt to all of students, I'm sure everybody will be pleased and all of us will learn new words with pleasure for ever.

After that I wrote words on a page and wrote their meaning in English and I'm proud of me. Sometimes, I draw pictures and write meanings next to it. Therefore I've got a vocabulary notebook, which is very colourful and entertaining. Sometimes, I study very much although I'm very tired. Because I'll have the best vocabulary notebook.

Because sentence were written on the second paper. Our work was easier than the first one, Therefore we were successful than before,

In addition, we did each exercises about guessing. Conjunctions helped us, too. For example after "and" same idea comes and after "but" opposite idea comes. Additionally we read a text about "When and Why We Laugh" and we underlined the words we didn't know. Then we tried to guess the meaning of the words we didn't know.

We used "guessing strategy" and now, guessing is easier than before for me.

EIGHT

Because I learned steps and if we apply teaching methods we will be more successful students!

February, 25, 2006

HELLO!

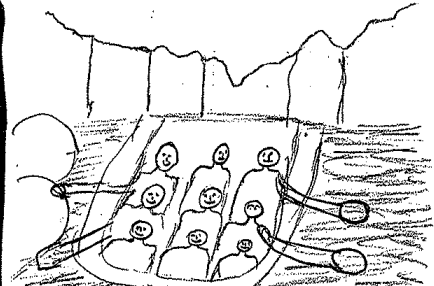
Nowadays, I used a couple of different strategies that I learned last week. Recently, I bought a new vocabulary notebook and wrote lots of valuable information by using vocabulary learning strategies.

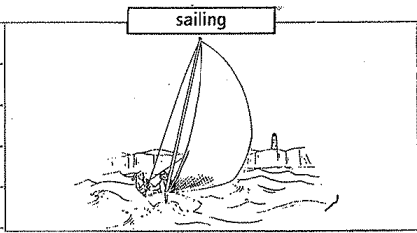
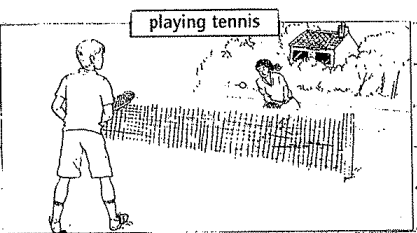
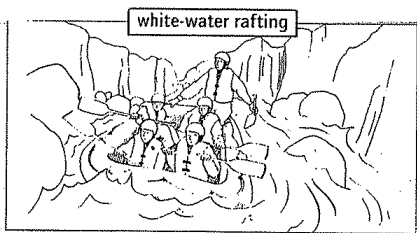
Firstly, I stucked a postcard to the first paper and wrote all words which I saw and imagined. I wrote lots of words with colourful pens.

EIGHT

Appendix J

Sample Pages from Different Vocabulary Notebooks

<p>ADVENTURE (əd'ventʃə) (noun) ⇒ an exciting or dangerous journey or experience. (macera)</p>	
<p>Holiday Sport ADVENTURE Story Film</p>	<p>Example 1 Travelling across Australia would be a great adventure. 2 I'd love to go on an adventure holiday in northern Sweden.</p>



COLOURS

- blue
- green
- black
- brown
- purple
- yellow
- orange
- red

88



PAUL GAUGUIN

88

NATURE

- branch
- leaf
- root
- hollow
- hollow out
- turned over tree
- sorrowful tree

SEA

- fence
- pier
- wave
- horizon
- island
- pearl
- deep
- ship
- sail
- boat
- harbour

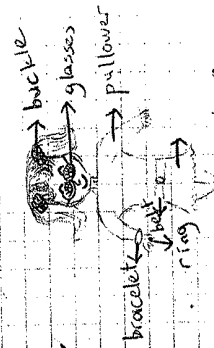
SKY

- bird
- beak
- feather
- wing
- wings
- birds

cloud

SOIL

- turf
- law
- insect
- leg
- bone
- grass



WEATHER

- afternoon
- sunset
- windy

FEEL

- sorrow
- silent
- worried

ANIMAL

- hair
- horn
- wing
- beak
- bird
- monkey
- fish

(STUDENT B, UNITS)

FUNCTION FILE DESCRIBING PLACES

It's on a loch, you know, a kind of lake.
It looks as if it's in the water. ^{primarily}
It really looks like something from a fairytale.
It's situated on a small island.
It looks really strong and solid.
It's made of a type of stone.
Inside it's sort of strange and ghostly.
kind of = sort of = type of
as if: m/e g/b

FUNCTION FILE DISCUSSING PAINTING

Describing in the background/foreground
at the top / at the bottom of the
picture you can see ... on the left/right
of the painting.
Interpreting: There's movement in the painting.
Reactions I really don't like.
Opinions I prefer realistic paintings
myself. In my opinion anybody could do it.

THE CONCERT

the music, the singing
the guitar solos, drums
the lighting
the special effects
the stage design
the sound
the songs, the words

(STUDENT C)

RHYTHM

MUSIC

house
techno
jazz
rap
reggae
rock'n'roll

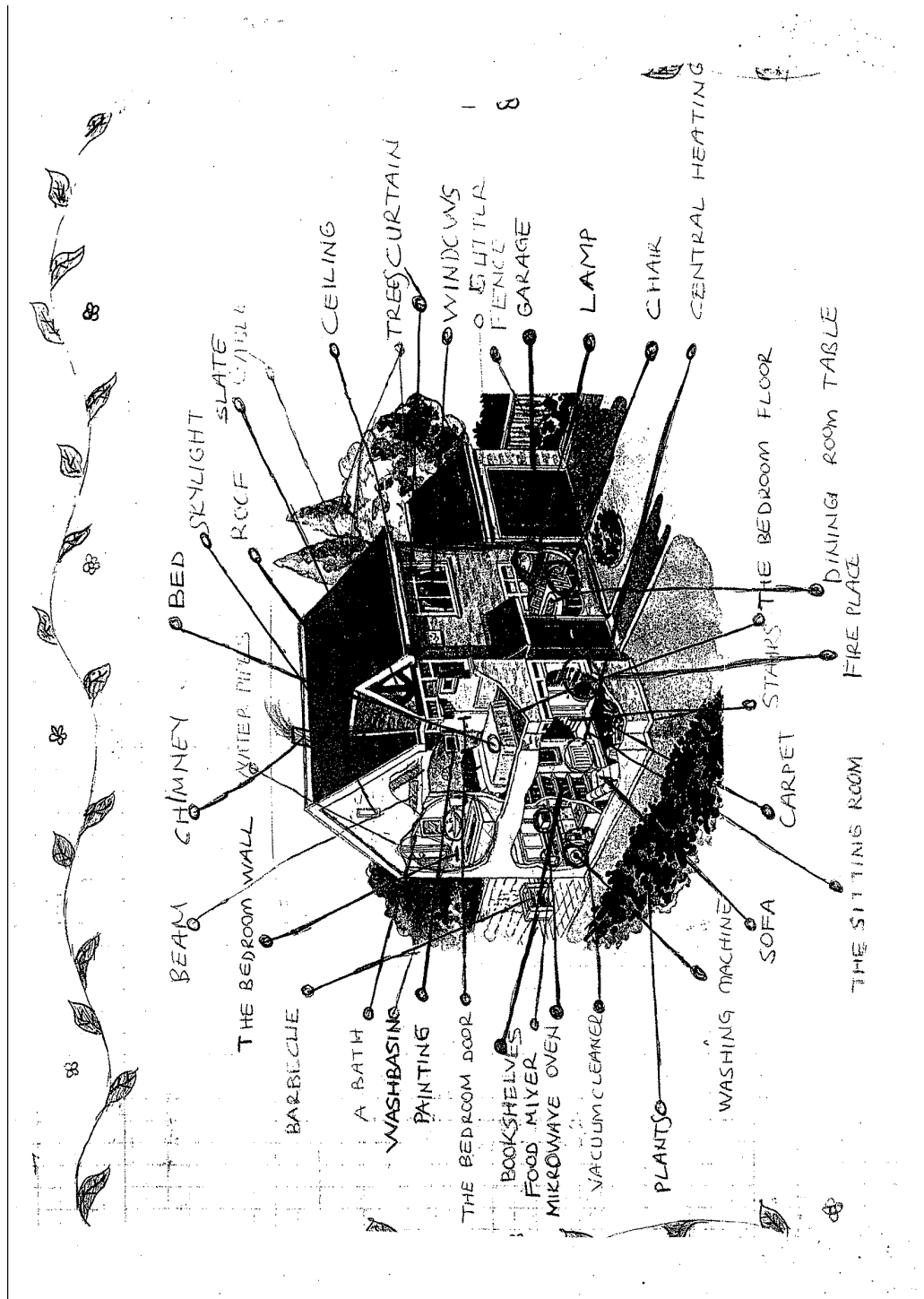
DANCES

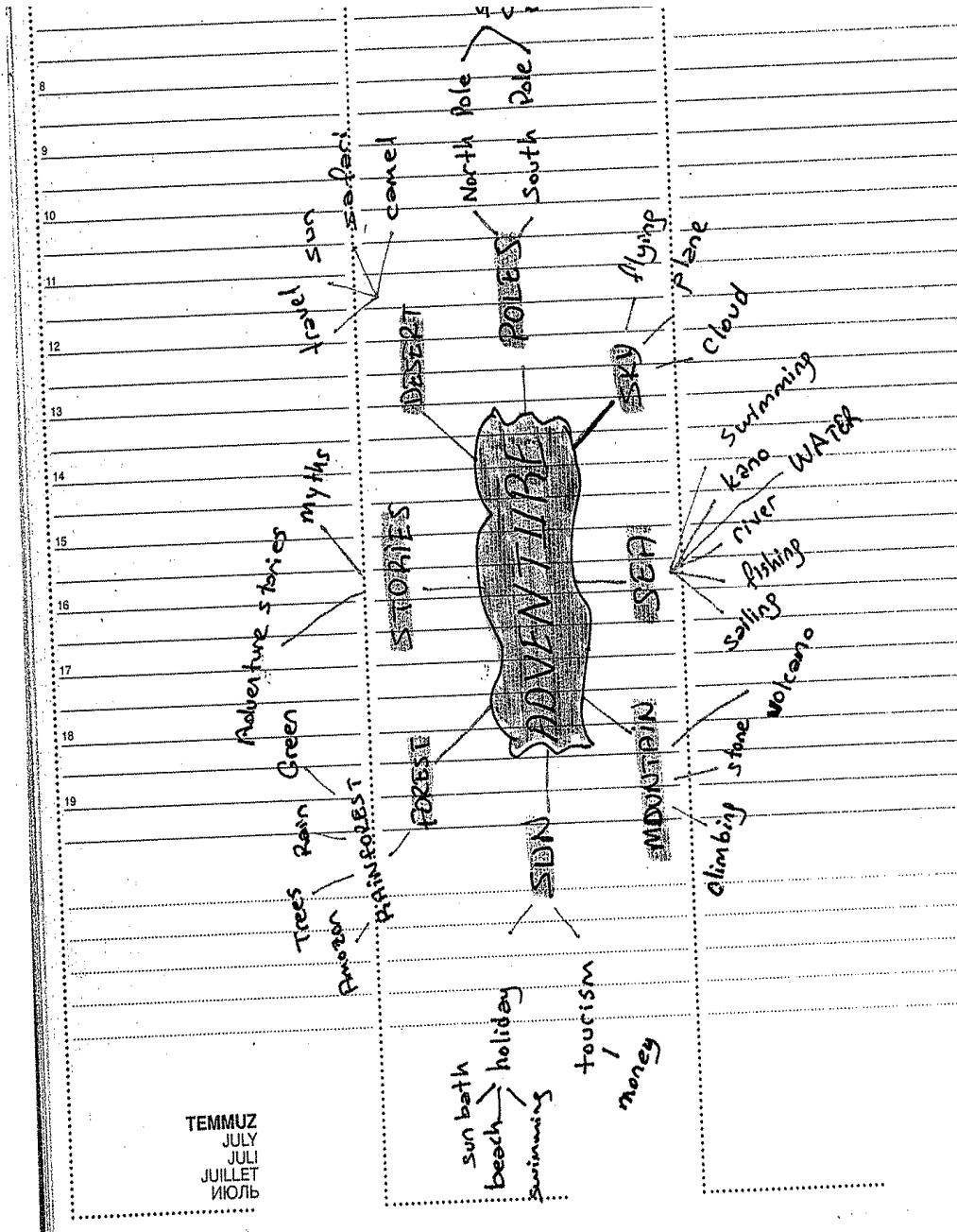
disco
Flamenco
jig
jive
samba
breakdance
the Charleston
classical ballet
Irish jig
the twist
waltz

Although
When
As soon as
Before

ADJECTIVES

boring, brilliant
exciting, fantastic
poor, quite good
really loud
disappointing
spectacular
clear, poor
incomprehensible





Appendix K
Pre-Questionnaire Rank Order

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
1	29	I use an English–Turkish, Turkish–English dictionary to find out the meaning of a new word.	Dictionary	4.04	0.95	1	12	I increase my English vocabulary by reading stories, newspapers, magazines etc. outside class.	Sources	4.42	0.78
2	5	I think about my progress in learning vocabulary.	Management	3.92	1.21	2	47	I use repetition to commit new words to memory.	Repetition	4.42	1.06
3	23	When I meet new words in a text, I guess their meaning by analyzing any available pictures or gestures accompanying the word.	Guessing	3.88	1.23	3	19	I ignore the new words.	Guessing	4.17	1.01
4	19	I ignore the new words.	Guessing	3.75	0.90	4	6	When I meet a word I have recently learnt in reading, I pay particular attention to its new usage and new meaning.	Management	4.17	1.05
5	49	I repeatedly say the word in my mind.	Repetition	3.71	1.20	5	7	I learn new words at every opportunity.	Sources	4.17	1.05
6	8	I pay attention to the new words and expressions used by my teachers and classmates.	Sources	3.67	1.17	6	40	I mark the new words I intend to learn so that I can focus on them e.g. underlining, circling, color-coding etc.	Recording	4.13	0.95
7	11	I increase my English vocabulary by studying word lists e.g. lists at the back of course books and readers.	Sources	3.63	1.35	7	4	I revise the new words I have learnt.	Management	4.13	1.12

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
8	6	When I meet a word I have recently learnt in reading, I pay particular attention to its new usage and new meaning.	Management	3.63	1.41	8	49	I repeatedly say the word in my mind.	Repetition	3.96	1.23
9	40	I mark the new words I intend to learn so that I can focus on them e.g. underlining, circling, color-coding etc.	Recording	3.63	1.10	9	56	I use association to help myself remember new words.	Association	3.96	1.23
10	7	I learn new words at every opportunity.	Sources	3.58	1.18	10	8	I pay attention to the new words and expressions used by my teachers and classmates.	Sources	3.96	0.91
11	50	I repeatedly spell the word in my mind	Repetition	3.54	1.50	11	50	I repeatedly spell the word in my mind	Repetition	3.92	1.25
12	22	When I meet new words in a text, I guess their meaning by checking the L1 cognates e.g. I link the English word "reaction" to Turkish word "reaksiyon"	Guessing	3.54	1.25	12	23	When I meet new words in a text, I guess their meaning by analyzing any available pictures or gestures accompanying the word.	Guessing	3.92	1.02
13	15	I ask the meaning of the new words to people around me (to my teacher, my classmates, etc.).	Sources	3.54	1.06	13	57	I link the word to a visual image in my mind e.g. the shape of the word, the picture of the word etc.	Association	3.87	1.15
14	56	I use association to help myself remember new words.	Association	3.42	1.32	14	25	When I meet new words in a text, I guess their meaning by looking at the relationship between the sentence the word is in and other sentences in the paragraph as signaled by linking words e.g. but, however, firstly etc.	Guessing	3.83	0.92

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
15	25	When I meet new words in a text, I guess their meaning by looking at the relationship between the sentence the word is in and other sentences in the paragraph as signaled by linking words e.g. but, however, firstly etc.	Guessing	3.38	1.38	15	16	When I meet new words in a text, I guess their meaning without looking up the dictionary.	Guessing	3.83	1.20
16	32	When I am not able to understand a word because it gained a new meaning in a text, I use the dictionary.	Dictionary	3.37	1.13	16	5	I think about my progress in learning vocabulary.	Management	3.83	1.20
17	47	I use repetition to commit new words to memory.	Repetition	3.33	1.31	17	55	I try to remember the sample sentences containing the new word	Association	3.75	1.11
18	16	When I meet new words in a text, I guess their meaning without looking up the dictionary.	Guessing	3.33	1.49	18	42	I put English labels on physical objects or write the new English words on small papers and hang them on the wall.	Recording	3.71	1.20
19	4	I revise the new words I have learnt.	Management	3.25	1.22	19	2	I find out how to improve vocabulary learning by reading books on vocabulary learning and asking teachers or my classmates.	Management	3.71	1.16
20	18	When I meet new words in a text, I guess their meaning and then look up the dictionary.	Guessing	3.17	1.40	20	1	I plan my vocabulary learning.	Management	3.71	1.27
21	57	I link the word to a visual image in my mind e.g. the shape of the word, the picture of the word etc.	Association	3.17	1.34	21	3	I plan my schedule so that I have enough time for learning vocabulary.	Management	3.67	1.20

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
22	39	I put the new words I intend to learn in my mind without writing them down.	Recording	3.17	1.20	22	9	I learn new words from course books, handouts or anything written in English inside school.	Sources	3.67	1.31
23	24	When I meet new words in a text, I guess their meaning by looking at the relationship between the new word and other words in the same sentence e.g. If the new word is an adjective, what is the noun it describes?	Guessing	3.08	1.32	23	45	I group words that are related to help myself remember them.	Recording	3.63	0.82
24	17	When I meet new words in a text, I look up the dictionary without guessing.	Guessing	3.08	1.21	24	39	I put the new words I intend to learn in my mind without writing them down.	Recording	3.63	1.17
25	1	I plan my vocabulary learning.	Management	3.04	1.20	25	18	When I meet new words in a text, I guess their meaning and then look up the dictionary.	Guessing	3.63	1.13
26	9	I learn new words from course books, handouts or anything written in English inside school.	Sources	3.04	0.86	26	60	I use sound and meaning associations. For example, I link the new word to a Turkish word which sounds similar. Then I form a mental image based on the interaction of the meanings of the new word and the word to help me remember the sound and the meaning of the new word.	Association	3.58	1.14
27	14	I learn new words from all kinds of materials in English outside school e.g. forms, road signs and programs	Sources	3.00	1.44	27	22	When I meet new words in a text, I guess their meaning by checking the L1 cognates e.g. I link the English word "reaction" to Turkish word "reaksiyon"	Guessing	3.58	1.27

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
28	12	I increase my English vocabulary by reading stories, newspapers, magazines etc. outside class.	Sources	3.00	1.18	28	21	When I meet new words in a text, I guess their meaning by looking at the affixes and the roots e.g. un-happi-ness.	Guessing	3.54	1.20
29	55	I try to remember the sample sentences containing the new word	Association	3.00	1.14	29	51	I repeatedly write the word.	Repetition	3.54	1.41
30	43	I link new words to my own life.	Recording	2.79	1.02	30	30	I learn the pronunciation of the new word by using the dictionary.	Dictionary	3.54	1.22
31	35	I use the dictionary to find out the grammatical patterns of the word e.g. interested <u>in</u> ; like <u>to go</u> etc.	Dictionary	2.79	1.22	31	31	I use the dictionary to find out all the meanings of the new word.	Dictionary	3.50	1.22
32	3	I plan my schedule so that I have enough time for learning vocabulary.	Management	2.79	1.18	32	24	When I meet new words in a text, I guess their meaning by looking at the relationship between the new word and other words in the same sentence e.g. If the new word is an adjective, what is the noun it describes?	Guessing	3.46	1.06
33	26	When I meet new words in a text, I guess their meaning by considering the main idea of the passage.	Guessing	2.75	1.45	33	36	I use the dictionary to find out the collocational patterns of the word (<i>business journey</i> or <i>business trip</i> ?).	Dictionary	3.46	1.25
34	21	When I meet new words in a text, I guess their meaning by looking at the affixes and the roots e.g. un-happi-ness.	Guessing	2.71	1.60	34	14	I learn new words from all kinds of materials in English outside school e.g. forms, road signs and programs	Sources	3.46	1.25
35	30	I learn the pronunciation of the new word by using the dictionary.	Dictionary	2.67	1.31	35	41	I keep a vocabulary notebook.	Recording	3.33	1.27

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
36	20	When I meet new words in a text, I guess their meaning by looking at the part of speech of the new words e.g. noun, adjective etc.	Guessing	2.63	1.24	36	26	When I meet new words in a text, I guess their meaning by considering the main idea of the passage.	Guessing	3.33	1.20
37	41	I keep a vocabulary notebook.	Recording	2.58	1.38	37	11	I increase my English vocabulary by studying word lists e.g. lists at the back of course books and readers.	Sources	3.33	1.20
38	45	I group words that are related to help myself remember them.	Recording	2.54	1.22	38	28	I use an English dictionary to find out the meaning of a new word.	Dictionary	3.29	1.55
39	31	I use the dictionary to find out all the meanings of the new word.	Dictionary	2.54	1.44	39	20	When I meet new words in a text, I guess their meaning by looking at the part of speech of the new words e.g. noun, adjective etc.	Guessing	3.29	1.16
40	36	I use the dictionary to find out the collocational patterns of the word (<i>business journey</i> or <i>business trip?</i>).	Dictionary	2.50	1.10	40	43	I link new words to my own life.	Recording	3.25	0.94
41	34	I use the dictionary to find out the derived forms of the new word e.g. inform/information; embarrass/embarrassment.	Dictionary	2.50	1.29	41	15	I ask the meaning of the new words to people around me (to my teacher, my classmates, etc.).	Sources	3.25	1.26
42	10	I increase my vocabulary by studying the dictionary.	Sources	2.46	1.38	42	35	I use the dictionary to find out the grammatical patterns of the word e.g. interested <u>in</u> ; like <u>to go</u> etc.	Dictionary	3.25	1.07
43	27	When I meet new words in a text, I use my experience and common sense to guess their meaning.	Guessing	2.38	1.35	43	48	I repeatedly say the word aloud.	Repetition	3.21	1.10

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
44	42	I put English labels on physical objects or write the new English words on small papers and hang them on the wall.	Recording	2.33	1.34	44	32	When I am not able to understand a word because it gained a new meaning in a text, I use the dictionary.	Dictionary	3.12	1.03
45	51	I repeatedly write the word.	Repetition	2.29	1.52	45	13	I play games in English to learn more new words.	Sources	3.12	1.33
46	60	I use sound and meaning associations. For example, I link the new word to a Turkish word which sounds similar. Then I form a mental image based on the interaction of the meanings of the new word and the word to help me remember the sound and the meaning of the new word.	Association	2.25	1.36	46	10	I increase my vocabulary by studying the dictionary.	Sources	3.08	1.35
47	58	I link the word to another English word with similar sound e.g. family/familiar , goat/coat.	Association	2.21	1.06	47	34	I use the dictionary to find out the derived forms of the new word e.g. inform/information; embarrass/embarrassment.	Dictionary	3.04	1.00
48	2	I find out how to improve vocabulary learning by reading books on vocabulary learning and asking teachers or my classmates.	Management	2.21	1.22	48	29	I use an English–Turkish, Turkish–English dictionary to find out the meaning of a new word.	Dictionary	3.04	1.33
49	13	I play games in English to learn more new words.	Sources	2.17	1.17	49	44	I draw pictures to remember the new words or I associate the new words with some pictures.	Recording	3.00	1.02
50	53	To remember a word, I analyze it by breaking it into meaningful parts e.g. birth-day.	Analysis	2.13	1.15	50	46	I draw semantic maps.	Recording	2.96	1.23

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
51	33	I use the dictionary to find out the part of speech of the new word e.g. verb, noun etc.	Dictionary	2.13	1.39	51	53	To remember a word, I analyze it by breaking it into meaningful parts e.g. birth-day.	Analysis	2.79	1.10
52	28	I use an English dictionary to find out the meaning of a new word.	Dictionary	2.08	1.02	52	33	I use the dictionary to find out the part of speech of the new word e.g. verb, noun etc.	Dictionary	2.79	1.28
53	59	I link the word to a Turkish word with similar sound e.g. car-kar.	Association	2.04	1.16	53	54	To remember a word, I analyse it by breaking it into prefix, root and suffix e.g. <u>il</u> -legal, cycl- <u>ist</u>	Analysis	2.63	1.06
54	48	I repeatedly say the word aloud.	Repetition	2.00	1.14	54	27	When I meet new words in a text, I use my experience and common sense to guess their meaning.	Guessing	2.58	1.18
55	54	To remember a word, I analyse it by breaking it into prefix, root and suffix e.g. <u>il</u> -legal, cycl- <u>ist</u>	Analysis	1.88	1.08	55	61	I use the peg method (linking the word to one that rhymes with it) to learn the word, for example: two is a shoe, three is a tree, four is a door ...	Association	2.54	0.83
56	37	I use the dictionary to find out the frequency of the word i.e. whether it is a common or rare word	Dictionary	1.83	1.09	56	17	When I meet new words in a text, I look up the dictionary without guessing.	Guessing	2.54	1.02
57	61	I use the peg method (linking the word to one that rhymes with it) to learn the word, for example: two is a shoe, three is a tree, four is a door ...	Association	1.75	1.11	57	58	I link the word to another English word with similar sound e.g. family/familiar , goat/coat.	Association	2.50	0.98
58	44	I draw pictures to remember the new words or I associate the new words with some pictures.	Recording	1.67	1.01	58	59	I link the word to a Turkish word with similar sound e.g. car-kar.	Association	2.33	1.17

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
59	52	To remember a word, I analyze it by breaking it into sound segments e.g. re-pli-cate	Analysis	1.50	0.88	59	38	I use the dictionary to find out the appropriate usage of the word e.g. old/modern usage, American/British usage; formal/informal usage etc.	Dictionary	2.33	1.13
60	46	I draw semantic maps.	Recording	1.46	1.02	60	37	I use the dictionary to find out the frequency of the word i.e. whether it is a common or rare word	Dictionary	2.25	0.90
61	38	I use the dictionary to find out the appropriate usage of the word e.g. old/modern usage, American/British usage; formal/informal usage etc.	Dictionary	1.33	0.87	61	52	To remember a word, I analyze it by breaking it into sound segments e.g. re-pli-cate	Analysis	2.08	1.06

Appendix L
Post-Questionnaire Rank Order

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
1	41	I keep a vocabulary notebook.	Recording	4.25	0.79	1	4	I revise the new words I have learnt.	Management	4.75	0.85
2	5	I think about my progress in learning vocabulary.	Management	4.17	1.13	2	47	I use repetition to commit new words to memory.	Repetition	4.54	0.83
3	8	I pay attention to the new words and expressions used by my teachers and classmates.	Sources	4.00	1.14	3	41	I keep a vocabulary notebook.	Recording	4.42	0.88
4	23	When I meet new words in a text, I guess their meaning by analyzing any available pictures or gestures accompanying the word.	Guessing	3.92	1.18	4	45	I group words that are related to help myself remember them.	Recording	4.17	0.82
5	45	I group words that are related to help myself remember them.	Recording	3.92	0.72	5	19	I ignore the new words.	Guessing	4.17	0.82
6	7	I learn new words at every opportunity.	Sources	3.83	1.37	6	40	I mark the new words I intend to learn so that I can focus on them e.g. underlining, circling, color-coding etc.	Recording	4.12	1.23
7	50	I repeatedly spell the word in my mind	Repetition	3.75	1.42	7	12	I increase my English vocabulary by reading stories, newspapers, magazines etc. outside class.	Sources	4.08	0.88
8	29	I use an English–Turkish, Turkish–English dictionary to find out the meaning of a new word.	Dictionary	3.75	1.07	8	50	I repeatedly spell the word in my mind	Repetition	4.08	1.32
9	47	I use repetition to commit new words to memory.	Repetition	3.75	0.99	9	8	I pay attention to the new words and expressions used by my teachers and classmates.	Sources	4.04	1.23
10	19	I ignore the new words.	Guessing	3.71	0.69	10	7	I learn new words at every opportunity.	Sources	4.04	1.27

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
11	11	I increase my English vocabulary by studying word lists e.g. lists at the back of course books and readers.	Sources	3.71	1.08	11	16	When I meet new words in a text, I guess their meaning without looking up the dictionary.	Guessing	3.96	1.23
12	40	I mark the new words I intend to learn so that I can focus on them e.g. underlining, circling, color-coding etc.	Recording	3.67	1.27	12	24	When I meet new words in a text, I guess their meaning by looking at the relationship between the new word and other words in the same sentence e.g. If the new word is an adjective, what is the noun it describes?	Guessing	3.92	1.18
13	4	I revise the new words I have learnt.	Management	3.62	1.17	13	1	I plan my vocabulary learning.	Management	3.88	1.19
14	30	I learn the pronunciation of the new word by using the dictionary.	Dictionary	3.58	1.21	14	23	When I meet new words in a text, I guess their meaning by analyzing any available pictures or gestures accompanying the word.	Guessing	3.88	1.15
15	43	I link new words to my own life.	Recording	3.46	0.88	15	56	I use association to help myself remember new words.	Association	3.88	0.85
16	6	When I meet a word I have recently learnt in reading, I pay particular attention to its new usage and new meaning.	Management	3.46	1.38	16	28	I use an English dictionary to find out the meaning of a new word.	Dictionary	3.87	1.26
17	49	I repeatedly say the word in my mind.	Repetition	3.46	1.18	17	11	I increase my English vocabulary by studying word lists e.g. lists at the back of course books and readers.	Sources	3.83	1.09
18	16	When I meet new words in a text, I guess their meaning without looking up the dictionary.	Guessing	3.42	1.32	18	18	When I meet new words in a text, I guess their meaning and then look up the dictionary.	Guessing	3.79	1.18
19	12	I increase my English vocabulary by reading stories, newspapers, magazines etc. outside class.	Sources	3.42	1.25	19	5	I think about my progress in learning vocabulary.	Management	3.79	1.14

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
20	57	I link the word to a visual image in my mind e.g. the shape of the word, the picture of the word etc.	Association	3.42	1.10	20	49	I repeatedly say the word in my mind.	Repetition	3.75	1.19
21	24	When I meet new words in a text, I guess their meaning by looking at the relationship between the new word and other words in the same sentence e.g. If the new word is an adjective, what is the noun it describes?	Guessing	3.42	1.28	21	14	I learn new words from all kinds of materials in English outside school e.g. forms, road signs and programs	Sources	3.75	1.15
22	1	I plan my vocabulary learning.	Management	3.42	1.06	22	30	I learn the pronunciation of the new word by using the dictionary.	Dictionary	3.71	1.33
23	32	When I am not able to understand a word because it gained a new meaning in a text, I use the dictionary.	Dictionary	3.38	0.82	23	55	I try to remember the sample sentences containing the new word	Association	3.71	1.16
24	14	I learn new words from all kinds of materials in English outside school e.g. forms, road signs and programs	Sources	3.33	0.92	24	6	When I meet a word I have recently learnt in reading, I pay particular attention to its new usage and new meaning.	Management	3.71	1.16
25	46	I draw semantic maps.	Recording	3.33	1.13	25	57	I link the word to a visual image in my mind e.g. the shape of the word, the picture of the word etc.	Association	3.67	1.05
26	22	When I meet new words in a text, I guess their meaning by checking the L1 cognates e.g. I link the English word "reaction" to Turkish word "reaksiyon"	Guessing	3.33	1.20	26	46	I draw semantic maps.	Recording	3.67	1.17
27	25	When I meet new words in a text, I guess their meaning by looking at the relationship between the sentence the word is in and other sentences in the paragraph as signaled by linking words e.g. but, however, firstly etc.	Guessing	3.29	1.23	27	42	I put English labels on physical objects or write the new English words on small papers and hang them on the wall.	Recording	3.63	1.17

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
28	10	I increase my vocabulary by studying the dictionary.	Sources	3.29	1.46	28	22	When I meet new words in a text, I guess their meaning by checking the L1 cognates e.g. I link the English word "reaction" to Turkish word "reaksiyon	Guessing	3.58	1.21
29	56	I use association to help myself remember new words.	Association	3.29	1.12	29	3	I plan my schedule so that I have enough time for learning vocabulary.	Management	3.58	1.21
30	39	I put the new words I intend to learn in my mind without writing them down.	Recording	3.21	1.35	30	39	I put the new words I intend to learn in my mind without writing them down.	Recording	3.58	1.41
31	15	I ask the meaning of the new words to people around me (to my teacher, my classmates, etc.).	Sources	3.21	0.83	31	25	When I meet new words in a text, I guess their meaning by looking at the relationship between the sentence the word is in and other sentences in the paragraph as signaled by linking words e.g. but, however, firstly etc.	Guessing	3.58	0.97
32	26	When I meet new words in a text, I guess their meaning by considering the main idea of the passage.	Guessing	3.21	1.22	32	60	I use sound and meaning associations. For example, I link the new word to a Turkish word which sounds similar. Then I form a mental image based on the interaction of the meanings of the new word and the word to help me remember the sound and the meaning of the new word.	Association	3.54	1.35
33	3	I plan my schedule so that I have enough time for learning vocabulary.	Management	3.21	1.02	33	43	I link new words to my own life.	Recording	3.54	1.06
34	20	When I meet new words in a text, I guess their meaning by looking at the part of speech of the new words e.g. noun, adjective etc.	Guessing	3.08	1.25	34	9	I learn new words from course books, handouts or anything written in English inside school.	Sources	3.54	0.88

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
35	18	When I meet new words in a text, I guess their meaning and then look up the dictionary.	Guessing	3.04	1.33	35	10	I increase my vocabulary by studying the dictionary.	Sources	3.54	1.35
36	60	I use sound and meaning associations. For example, I link the new word to a Turkish word which sounds similar. Then I form a mental image based on the interaction of the meanings of the new word and the word to help me remember the sound and the meaning of the new word.	Association	3.00	1.38	36	51	I repeatedly write the word.	Repetition	3.46	1.35
37	44	I draw pictures to remember the new words or I associate the new words with some pictures.	Recording	3.00	1.25	37	35	I use the dictionary to find out the grammatical patterns of the word e.g. interested <u>in</u> ; like <u>to go</u> etc.	Dictionary	3.42	1.38
38	55	I try to remember the sample sentences containing the new word	Association	2.96	1.04	38	20	When I meet new words in a text, I guess their meaning by looking at the part of speech of the new words e.g. noun, adjective etc.	Guessing	3.38	1.21
39	17	When I meet new words in a text, I look up the dictionary without guessing.	Guessing	2.92	1.10	39	32	When I am not able to understand a word because it gained a new meaning in a text, I use the dictionary.	Dictionary	3.33	0.87
40	9	I learn new words from course books, handouts or anything written in English inside school.	Sources	2.92	1.18	40	44	I draw pictures to remember the new words or I associate the new words with some pictures.	Recording	3.33	1.09
41	31	I use the dictionary to find out all the meanings of the new word.	Dictionary	2.83	1.27	41	34	I use the dictionary to find out the derived forms of the new word e.g. inform/information; embarrass/embarrassment.	Dictionary	3.25	1.26
42	28	I use an English dictionary to find out the meaning of a new word.	Dictionary	2.83	1.27	42	26	When I meet new words in a text, I guess their meaning by considering the main idea of the passage.	Guessing	3.21	1.14

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
43	21	When I meet new words in a text, I guess their meaning by looking at the affixes and the roots e.g. un-happi-ness.	Guessing	2.83	1.43	43	31	I use the dictionary to find out all the meanings of the new word.	Dictionary	3.21	1.53
44	34	I use the dictionary to find out the derived forms of the new word e.g. inform/information; embarrass/embarrassment.	Dictionary	2.79	1.14	44	48	I repeatedly say the word aloud.	Repetition	3.17	1.09
45	27	When I meet new words in a text, I use my experience and common sense to guess their meaning.	Guessing	2.79	1.28	45	33	I use the dictionary to find out the part of speech of the new word e.g. verb, noun etc.	Dictionary	3.17	1.20
46	42	I put English labels on physical objects or write the new English words on small papers and hang them on the wall.	Recording	2.71	1.40	46	36	I use the dictionary to find out the collocational patterns of the word (<i>business journey</i> or <i>business trip?</i>).	Dictionary	3.12	1.19
47	35	I use the dictionary to find out the grammatical patterns of the word e.g. interested <u>in</u> ; like <u>to go</u> etc.	Dictionary	2.63	1.24	47	29	I use an English-Turkish, Turkish-English dictionary to find out the meaning of a new word.	Dictionary	3.12	1.33
48	33	I use the dictionary to find out the part of speech of the new word e.g. verb, noun etc.	Dictionary	2.54	1.38	48	13	I play games in English to learn more new words.	Sources	3.12	1.30
49	13	I play games in English to learn more new words.	Sources	2.50	1.44	49	21	When I meet new words in a text, I guess their meaning by looking at the affixes and the roots e.g. un-happi-ness.	Guessing	3.04	1.27
50	54	To remember a word, I analyse it by breaking it into prefix, root and suffix e.g. il-legal, cycl-ist	Analysis	2.46	1.28	50	53	To remember a word, I analyze it by breaking it into meaningful parts e.g. birth-day.	Analysis	3.00	1.38
51	36	I use the dictionary to find out the collocational patterns of the word (<i>business journey</i> or <i>business trip?</i>).	Dictionary	2.42	0.97	51	2	I find out how to improve vocabulary learning by reading books on vocabulary learning and asking teachers or my classmates.	Management	3.00	1.22

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
52	59	I link the word to a Turkish word with similar sound e.g. car-kar.	Association	2.33	1.05	52	37	I use the dictionary to find out the frequency of the word i.e. whether it is a common or rare word	Dictionary	2.88	1.33
53	51	I repeatedly write the word.	Repetition	2.29	1.20	53	54	To remember a word, I analyze it by breaking it into prefix, root and suffix e.g. <u>il</u> -legal, cycl- <u>ist</u>	Analysis	2.83	1.34
54	48	I repeatedly say the word aloud.	Repetition	2.25	1.07	54	15	I ask the meaning of the new words to people around me (to my teacher, my classmates, etc.).	Sources	2.83	1.27
55	37	I use the dictionary to find out the frequency of the word i.e. whether it is a common or rare word	Dictionary	2.17	1.17	55	38	I use the dictionary to find out the appropriate usage of the word e.g. old/modern usage, American/British usage; formal/informal usage etc.	Dictionary	2.79	1.32
56	53	To remember a word, I analyze it by breaking it into meaningful parts e.g. birth-day.	Analysis	2.17	1.24	56	59	I link the word to a Turkish word with similar sound e.g. car-kar.	Association	2.71	1.43
57	58	I link the word to another English word with similar sound e.g. family/familiar , goat/coat.	Association	2.08	0.93	57	61	I use the peg method (linking the word to one that rhymes with it) to learn the word, for example: two is a shoe, three is a tree, four is a door ...	Association	2.67	1.05
58	2	I find out how to improve vocabulary learning by reading books on vocabulary learning and asking teachers or my classmates.	Management	2.04	0.95	58	58	I link the word to another English word with similar sound e.g. family/familiar , goat/coat.	Association	2.67	1.09
59	38	I use the dictionary to find out the appropriate usage of the word e.g. old/modern usage, American/British usage; formal/informal usage etc.	Dictionary	1.92	1.10	59	27	When I meet new words in a text, I use my experience and common sense to guess their meaning.	Guessing	2.67	1.27

FREQUENCY						USEFULNESS					
Rank	Item No.	Strategy statement	Category	Mean	SD	Rank	Item No.	Strategy Statement	Category	Mean	SD
60	61	I use the peg method (linking the word to one that rhymes with it) to learn the word, for example: two is a shoe, three is a tree, four is a door ...	Association	1.67	0.87	60	17	When I meet new words in a text, I look up the dictionary without guessing.	Guessing	2.50	1.10
61	52	To remember a word, I analyze it by breaking it into sound segments e.g. re- <i>pli</i> - <i>cate</i>	Analysis	1.62	0.77	61	52	To remember a word, I analyze it by breaking it into sound segments e.g. re- <i>pli</i> - <i>cate</i>	Analysis	2.37	1.10