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EFL TEACHERS' PERCEPTIONS OF TEACHING VOCABULARY LEARNING STRATEGIES

THESIS BY

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I

We **certify** that thesis under the title of "**EFL TEACHERS' PERCEPTIONS OF TEACHING VOCABULARY LEARNING STRATEGIES**" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

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II

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ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN SÖZCÜK ÖĞRENME STRATEJİLERİNİ ÖĞRETME ANLAYIŞLARI

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Türkiye'de devlet okullarında İngilizce'nin 11 yıl boyunca zorunlu ders olarak öğretilmesine rağmen, öğrenciler iletişimsel olarak ya da akademik amaçlar anlamında hedeflerine ulaşamamaktadırlar. Bu durumun birçok sebebi olabilir, ama dil yetkinliğine çok etkin bir şekilde katkıda bulunan sözcük öğretiminin yetersizliği sebeplerden biri gibi görünmektedir. Bir İngilizce öğretmeni olarak geçirdiğim yıllar boyunca İngilizce öğretmenlerinin sözcük öğretme yaklaşımları hep dikkatimi çekmiştir. Bu nedenle, bu araştırmada Türkiye'deki devlet orta okullarında görev yapan İngilizce öğretmenlerinin Sözcük Öğretme Stratejileri anlayışlarının tespit edilmesi, yararlılık derecesi ve sınıf içi uygulamalar açısından en popüler olan ve pek popüler olmayan stratejilerin bulunması amaçlanmıştır. Bu çalışmada, Türkiye'nin Malatya ilinin merkezindeki devlet orta okullarında görev yapan yüz İngilizce öğretmeni yer almıştır. Hem nitel hem de nicel araştırma yöntemleri kullanılmıştır.

Araştırmanın sonuçları göstermiştir ki, öğretmenlerin büyük bir çoğunluğu yararlı olduğuna inandıkları stratejileri öğretme ortamında uygulamaktadırlar. Bu araştırmada Hafıza stratejilerinin en popüler Sözcük Öğrenme Stratejisi olarak belirmesine karşın; Bilişötesi stratejiler öğrenme bağımsızlığı konusunda daha faydalı olmaktadır. Bu araştırmadaki sonuçlar temel alınarak, öğretmenlerin Bilişötesi stratejiler konusundaki farkındalıklarının artırılmasının öğrenme özerkliğini geliştirecek bir çözüm olacağı söylenebilir.

Anahtar Kelimeler: Sözcük, Sözcük Öğrenme Stratejileri, Sözcük Öğretme, Dil Öğrenme Stratejileri.

ABSTRACT

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Although 11 years of teaching English as a compulsory subject in state schools in Turkey, students can not achieve their goals in terms of communication or academic purposes. There might be a number of reasons for this issue, however, inappropriate vocabulary teaching seems to be one of the reasons despite the fact that it crucially contributes to language proficiency. Through my teaching experience as an EFL teacher, teachers' approach to vocabulary teaching always drew my attention. Therefore, in this research, it was aimed to investigate Turkish secondary state school EFL teachers' perceptions of teaching Vocabulary Learning Strategies and to explore the most and the least popular strategies regarding usefulness degree and teaching practice among teachers. One hundred Turkish state school EFL teachers from central of Malatya in Turkey participated in this study. Both qualitative and quantitative research design were employed.

The results of the research showed that the majority of teachers implement the strategies that they believe useful in their teaching practice. Memory strategies were appeared to be the most popular VLS in this research however; Metacognitive Strategies are more beneficial for gaining independency in learning. On the basis of the results of this research, it can be concluded that expanding teachers' awareness of Metacognitive Strategies might be a key for developing learner autonomy.

Keywords: Vocabulary, Vocabulary Learning Strategies, Vocabulary Teaching, Language Learning Strategies,

ABBREVIATIONS

VLS: Vocabulary Learning Strategies

LLS: Language Learning Strategies

EFL: English as a Foreign Language

M: Memory Strategies

D: Determination Strategies

C: Cognitive Strategies

MC: Metacognitive Strategies

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER I

1. INTRODUCTION

This chapter firstly gives background information about vocabulary teaching. Secondly, it presents the statement of the problem. Thirdly, it states the purpose of the study and the research questions. Fourthly, it clarifies the significance of the study. Finally, it presents the operational definitions.

1.1. Background of the Study

In the last three decades of the 20th century, vocabulary teaching was implicit and incidental since it was influenced by communicative approach. However, using only implicit vocabulary instruction is not effective. Therefore, it is worthwhile to teach vocabulary explicitly as well. Sökmen (1997) cites that recent studies about vocabulary teaching studies field include implicit and explicit learning.

As it is mentioned by Sökmen (ibid.) second language learners generally consider vocabulary learning has a major role in their language acquisition process and they moan about the difficulties that they encounter while learning vocabulary. English language teachers have recognized this problematic issue and they have questioned alternative ways to overcome this difficulty in different teaching settings (Sökmen, ibid.). Sökmen (ibid.) suggests various pedagogical themes for the best implementation of vocabulary instruction in the classroom as expanding vocabulary vision, combining the new vocabulary with the old, designing vocabulary activities for improving learners' experience, supporting learners for a long term learning process, using different techniques, and facilitating learners to employ independent strategies.

Over the past three decades, second language acquisition researchers have recognized the fundamental need of vocabulary instruction (Meara, 1987) and newly perceived aspect of it is learner strategies (Schmitt, 1997). Nunan (2011) states that language learners utilize strategies as mental and communicative procedures for learning and using the language. Teaching strategies is vital for developing communicative competence in case they provide an active and self-directed involvement (Oxford, 1990). Furthermore, developing appropriate learning strategies provides learners to have considerable self-confidence and effective learning (Nunan, ibid.).

According to Chamot and Rubin (1994), effective teaching and using learning strategies depends on various aspects such as features of a learner, learner's vocabulary experience, learning context, vocabulary task, learner's level of proficiency, style of language related to the text. Cohen and Aphek (1981) state that language proficiency may have a significant function in determining the effectiveness of a vocabulary strategy. Nation (1990) suggests teaching three strategies for an effective learning: using prompts, using word parts, and guessing from context.

Furthermore, Sökmen (ibid.) emphasizes that learners need guidance to continue their vocabulary development outside the class. In terms of using direct methods of vocabulary acquisition that entails encouragement of long term learning and design large sight activities regarding novel words, learners participate in the vocabulary tasks actively with their classmates. Additionally, they experience the requirements of self-reflective study process.

1.2. Statement of the Problem

Although the students in Turkey have English as an obligatory course in schools for eleven years, it seems that most of the students have a noticeable difficulty in communication. The Turkish education system establishes certain objectives that students have to accomplish regarding speaking and writting and also understand and interpret various visuals used in communicative circumstances after graduating high school. From this point of view, being an autonomous learner is an expected degree for students after graduation. However, the majority of the students do not attain these standards. Therefore, vocabulary inadequacy might be one of the reasons that cause this problematic situation during the learning process.

1.3. Purpose of the Study

Vocabulary learning has a leading role in English language learner's accomplishments. Additionally, vocabulary retention is one of the most crucial aspects of learning a foreign language. From this point of view, it might be said that teachers are responsible for providing students with the sufficient vocabulary instruction to facilitate them to reach an adequate language user level. Thus, the main purpose of this current study

is to investigate the Turkish secondary school English language teachers' perceptions of teaching Vocabulary Learning Strategies.

Another purpose of this study is to search for the most and the least popular Vocabulary Learning Strategies taught by the Turkish secondary school English language teachers.

1.4. Research Questions

To achieve the above-mentioned research objectives, this study explores the answers to the following research questions:

1. What are secondary school Turkish EFL teachers' perceptions of vocabulary learning strategies?
2. What are the most and least popular vocabulary learning strategies taught by the Turkish secondary school EFL teachers?
3. Do Turkish EFL teachers in secondary schools instruct Vocabulary Learning Strategies that they believe useful in their teaching practices?

1.5. Significance of the Study

Strategy instruction studies raise teachers' perceptions of teaching strategies. In order to help learners to achieve an effective vocabulary development, traditional approaches such as instructing students with a certain number of new vocabulary words and expecting them to learn at a specific time are not beneficial choices (Cameron, 2001). Schmitt (ibid.) claims that there is a lack of taxonomy or a complete and extensive list of vocabulary learning strategies. Therefore, he tends to state a complete list of vocabulary learning strategies and classifies them. Second language learning means to have a strong vocabulary development. Schmitt (2000) cites that vocabulary learning is a sub-skill of second language learning and scholars drew attention to the requirements for expanding learners' lexis.

When teachers become aware of teaching vocabulary learning strategies they can present and teach vocabulary learning strategies for learners and facilitate them to develop their autonomy. Hence, students take their own learning responsibility in vocabulary learning process. General language learning strategies are commonly studied, however;

vocabulary learning strategies has been given little attention. The findings of this study may raise secondary school English language teachers' familiarity with the vocabulary learning strategies and may encourage them to teach appropriate vocabulary learning strategies.

1.6. Operational Definitions

Vocabulary Learning Strategies (VLS) are a part of common learning strategies as well as a component of language learning strategies. In this current study, Schmitt's (ibid.) vocabulary learning strategies taxonomy will be referenced as a base, within various vocabulary strategy classification systems. According to this taxonomy, strategies are classified as *determination, social, memory, cognitive,* and *metacognitive.*

Determination strategies are strategies that learners perceive word meanings by their individual endeavours. For instance, learners guess the word's meaning through their task (Schmitt, ibid.).

Social strategies mean learners' collaboration with their classmates that facilitate their learning. For example, they monitor their peers and search for a novel word by making inquiries (Schmitt, ibid.).

Memory strategies employ learners in learning the new word via mental development. Learners combine the novel words with their existing knowledge. (Schmitt, ibid.). For instance, when the learner meets a costume of a specific dance style and work the name of the dance, this means that the learner recall the costume in relation to his/her existing knowledge.

Cognitive strategies involve learners in mechanical implementations. They are not related to mental development. As a common example of this strategy is reading and writing the new words repeatedly (Schmitt, ibid.).

Metacognitive strategies engage learners in independent strategies. Learners observe themselves make their own decisions and assess their own development. Metacognitive

strategies facilitate learners relevant VLS choice that is sufficient for learning new words (Schmitt, ibid.).

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter presents the theoretical framework of the study. First, it discusses the concept of vocabulary and vocabulary construction. Then, it gives overall information about Language Learning Strategies. Next, it looks at the shift of the traditional approaches to current trends in vocabulary teaching. Concurrently, it presents the main classification systems of Vocabulary Learning Strategies. Then, it clarifies the interrelationships between Vocabulary Learning Strategies and Language Learning Strategies. Finally, it presents the effects of teachers' perception on language instruction with specific reference to vocabulary teaching.

2.2. Definition of Vocabulary

Ansarin, Zohrabi and Zeynali (2012) define vocabulary stating that it is crucial for communicative purposes and people use this "group or stock of words" (p.1841) in an appropriate way. Therefore, vocabulary knowledge is indispensable for communication and reading comprehension. Words are fundamental components of a language for making meaning, whether in language class or outside of the class. During the learning process of lexical items, learners' awareness of the target language starts to progress and they recognize the importance of vocabulary in second language (Ansarin et al., ibid.). Vocabulary construction is most often perceived as being made up of several sub-knowledge and abilities (Olmos, 2009). Learners' vocabulary knowledge changes according to the different aspects of vocabulary. McCarten (2007) states that learners see vocabulary as a challenge in terms of various types of vocabulary to be learned, containing collocations, words, phrases and target vocabulary and also idioms, structures of grammar, and expressions. Additionally, size of vocabulary tasks appears to be an important issue regarding learners' perspective.

As it is cited in McCarten (ibid.), Richards (1976) and Nation (2001) suggest a list about the various aspects of a word that learners need to perceive before stating they have mastered it. This list includes word's meaning, written and spoken forms of the word,

parts of the word (prefix, suffix), grammatical patterning of the word, collocations of the word, register of the word, various connotations of the word, and frequency of the word.

McCarten (ibid.) states another issue to be considered about the aspects of vocabulary that learners expected to be able to use when they speak and write (productive or active vocabulary), and learners expected to be able to recognize and understand but not necessarily produce (receptive or passive vocabulary). According to Nation's (ibid.) receptive vocabulary definition, language input is received via reading or listening and learner searches for different alternatives to understand it. Considering this definition, it might be said that listening and reading are means for comprehending and recalling the meaning of a word in terms of receptive vocabulary. On the other hand, Olmos (ibid.) defines productive vocabulary emphasizing on learners' self requirements to transport via speaking or writing, recalling the word and articulating its particular oral or written form.

Olmos (ibid.) argues in her study that, there has been a close connection between the size of vocabulary knowledge of a student and language proficiency of him/her. She discusses the problem using a Spanish school system as an example with regards to vocabulary teaching and learning. In Spain students study English for eight years as a compulsory subject. However, the amount of the lexis they have acquired during this period is not sufficient. Furthermore, students cannot reach a level at which they are able to use the language autonomously in the university entrance exam. Accordingly, she argues vocabulary deficiency could be one of many different reasons that cause this problem. Indeed, the researcher implies that knowing all the grammatical rules of English does not mean to be able to use them without knowing the necessary vocabulary items. For her, vocabulary knowledge has a central role in language learning. That is, "vocabulary is the basic tool for shaping and transmitting meaning" (Olmos, ibid., p.75).

Nation and Waring (1997, cited in Kafipour, Yazdi and Shokrpour, 2011) suggest that 3000 to 5000 words are vital for comprehension, and as few as 2-3000 words for achieving productive objectives. Therefore, this threshold vocabulary should be learned before focusing on other vocabularies.

2.3. Knowing a Vocabulary Item

Lai (2005) explains that words are not separated components to be learned in a language, however, they are dispensable unit of a compound system. Therefore, knowing a vocabulary item requires a sufficient achievement level of receptive vocabulary and productive vocabulary. From this point of view, learner's listening or reading comprehension level and appropriate expression proficiency reflect his/her vocabulary knowledge.

Word knowledge has been clarified and defined with its various characteristics by different forms. For instance, Nation (ibid.) uses productive vocabulary and receptive vocabulary phrases to define vocabulary knowledge. The explanation presented by Richards (1976) about knowing a vocabulary item consists of frequency of a word, collocations of a word, connotations of a word, similar or opposite meanings of a word and parts of a word. Nation (ibid.) presents three major segments regarding the common level of word part such as *form*, *meaning* and *use*.

2.4. Language Learning Strategies

Despite the fact that, language learning strategies are crucial for an adequate language proficiency, they are appearing to be neglected in the teacher-centered era of language teaching and learning. Learners are viewed as passive individuals who need stimulus and accomplish acquisition through reinforcement. As the scholars expand their studies in the language-teaching field gradually, it is accepted that learners are active participants in a language classroom (Lai, 2005). The shift of perspective on language learning led the researchers to search on the strategies that applied by the active language learners and to investigate their contribution to learning (Griffiths & Parr 2001).

There are numerous and different definitions of Language Learning Strategies (LLS). Wenden and Rubin (1987) define LLS as they facilitate learners' language progress and learners' active engagement in the learning process, that contribute to their language learning expansion. According to O'Malley and Chamot (1990), LLS are the particular beliefs or approaches that help learners to expand their comprehension and maintain their novel input as a long term retention. In another definition for LLS, Oxford (2001) includes the activities used by the learners that help their learning, and facilitate their retention and

use of novel and existing information as well as the particular behaviours employed by the learners for a simple, quick, entertaining, independent, and adequate learning.

In terms of the classification of language learning strategies, Oxford (1990) suggests a variation between the indirect strategies and direct strategies. According to this distinction, indirect strategies contain "Metacognitive", "Affective", and "Social" strategies while direct strategies contain "Memory", "Cognitive", and "Compensation" strategies. Each of these is divided into subscales. Oxford (ibid.) designs a list in terms of the characteristics of LLS According to this list, Language Learning Strategies facilitate communicative competence, help learners to be independent, develop teachers' role, contribute learners' different features as well as cognitive, encourage learners' indirect learning and direct learning. Additionally, LLS are deliberate, adaptable, however, they cannot be observed every time.

2.5. Current Trends in Vocabulary Teaching

Alemi and Tayebi (2011) state that, vocabulary is a major element for learner's skills achievement namely listening, speaking, reading, and writing". Nevertheless, the researchers also note that vocabulary learning and teaching are not given much importance in traditional approaches to language teaching (Alemi & Tayebi, ibid.). Nation (1990) points out that, in the early years of language pedagogy, it was accepted by a large amount of approaches that, vocabulary teaching was incidental, therefore, vocabulary instruction was not a preferred issue in teaching practice.With the improving recent studies in language pedagogy, the significance of vocabulary teaching and its importance in language learning are obviously accepted. Despite the traditional approaches, majority of recent practice focus on vocabulary teaching. Studies in linguistic field take lexical system in the centre, on the other hand, vocabulary learning approaches are related to acquisition studies. Vocabulary acquisition process is mainly related to strategies used by learners. Nation (n.d.) also mentions that although designing vocabulary tasks for conscious teaching is not adequate for expanding learners' vocabulary knowledge, it is a indispensable section of a well organized lexical plan.

One of the major issues in teaching vocabulary is to determine the appropriate strategies that lead to longitudinal retention of the vocabularies. Hunt and Beglar (1998)

present a classification that reflects on three different ways of vocabulary instruction firstly, learning incidentally; secondly, teaching explicitly; and thirdly, developing independent learning strategies.

The two major elements that affect learners' performance are vocabulary teaching approaches and learning strategies that are established by many recent studies. If the consequences of teaching vocabulary incidentally and intentionally on learners' new vocabulary items acquisition is examined, the effect of novel instruction developments might be observed. Hedge (2000) emphasizes on the definition that is related to explicit mental process as *"cognitive"* that facilitates comprehension and accumulation, and implicit mental process as *"meta-cognitive"* that helps deliberate endeavours to recall the novel vocabulary (cited in Alemi & Tayebi, ibid.).

2.5.1. Incidental and Intentional Vocabulary Learning

Hulstjin (2003, cited in Alemi & Tayebi, ibid.) states that learning implicitly and learning explicitly can be seen in vocabulary field. The reason for this is that learning implicitly is relevant to both theoretical and objective knowledge, whilst learning explicitly is only relevant to objective knowledge.

Hunt and Beglar (1998., cited in Alemi & Tayebi, ibid.) emphasize that reading and listening are sufficient for improving the vocabulary knowledge. Huckin and Coady (1999, cited in Alemi & Tayebi, ibid.) support this view by highlighting the effect of guessing approach to the novel words for vocabulary construction via extensive reading Huckin and Coady (1999, cited in Alemi & Tayebi, ibid.) search for the function of intentional vocabulary acquisition and incidental vocabulary acquisition and come up with the conclusion that learners try to comprehend the input, therefore, it is not completely incidental.

From this point of view, it is obvious that, learners at the beginning stage might prefer intentional vocabulary learning, since they are inadequate readers, on the other hand, advanced learners might prefer incidental vocabulary learning (Hunt and Beglar (1998., cited in Alemi & Tayebi, ibid.).

2.6. Vocabulary Learning Strategies

Learning vocabulary is a crucial issue for learners that they encounter numerous operations during their second or foreign language learning experience. Inadequate vocabulary knowledge of the learners generates hindrance in language learning. Therefore, it is crucial to educate learners with vocabulary learning strategies to help them learn adequate vocabulary in a language (Asgari & Mustapha, 2010). There are a number of vocabulary learning strategies defined by different scholars and authors. According to Schmitt (2007), there are two categories of strategies: the first one is shallow strategies used by beginners and the other one is deeper strategies preferred by intermediate or advanced learners. Shallow strategies refer to simple memorization, repetition and note taking while deeper strategies mean imagery, inference, and the Keyword Method.

Mokhtar, Rawian, Yahaya, Abdullah and Mohamed (n.d.) refer to seven vocabulary learning strategies in their study. Those strategies include metacognitive requirements, guessing, dictionary tasks, note-taking approaches, rehearsal memory process, encoding memory process and engaging strategies. The findings of the research show that, guessing strategies and dictionary strategies are used extensively both for comprehension and vocabulary learning within seven vocabulary learning strategies. It is obviously seen in this study that, the most preferred two strategies facilitate learners' vocabulary acquisition; however, the other five strategies are more effective in gaining learning independence.

Sanaoui (1995) makes a distinction between learners as "unstructured learners" and "structured learners" regarding their characteristics (cited in Mokhtar et al., n.d., p. 139). According to this distinction, unstructured learners are not independent, therefore do not revise related tasks, on the other hand, structured learners are independent in terms of regular revision and out of class activities (cited in Mokhtar et al., ibid.). Although the researchers tried to find the best strategy or strategies for expanding vocabulary acquisition, the findings showed there is not a single strategy for achieving this ultimate goal.

According to Alexander and Shea (2011) despite the importance of vocabulary development in the language learning process, vocabulary activities are inadequate, concerning the immediate explanation or translation of the terms. The authors draw our

attention to identifying the effect of vocabulary expansion that contributes vocabulary development as a crucial learning strategy. For them, without a fuller understanding of the vocabulary, learners continue to struggle with the comprehension. Therefore, vocabulary expansion is a powerful learning strategy that vocabulary instruction must involve for an effective level of proficiency.

Alexander and Shea (ibid.) state that, allowing students to develop personal definitions increases long-term learning. According to them, the activities supporting student generation of meanings are as follows: predictions of word meanings, concept definition map and the Frayer model. As they believe vocabulary development is critical to students' success and they state language teaching should include stimulating an extensive implications regarding the relevant issues.

2.6.1. The Classification System for Vocabulary Learning Strategies

There are different vocabulary strategy classification systems. According to Schmitt (2000), strategies are categorized as *determination*, *social*, *memory*, *cognitive*, and *metacognitive*. Being individual learning strategies, Determination strategies refer to seeking the meaning of the word in dictionaries, using context clues for determining the meaning of the novel word, and recognizing the word part. Social strategies mean to work the novel words out via inquiring among peers, native speakers of the language and instructors. From this point of view, Social strategies contribute learners' encouragement of interaction and communication in terms of being an active learner. Memory strategies facilitate learners' recognition level to arouse their vocabulary. That is to say Memory strategies facilitate learners to learn novel words through mental operations by employing their existing knowledge with the novel words. For instance, if a learner comes across the novel word "elephant" for the first time, he classifies this novel word as a four-legged animal heading from his earlier knowledge.

Cognitive strategies refer to strategies that are related to unconscious features of vocabulary learning not related to conscious mental operations. (Schmitt, ibid.) Repeating the words, emphasizing novel words, taking notes of new words, preparing lists of new words, employing flashcards to store novel words, connecting labels with real items, making notebooks for novel words, and writing the new words repeatedly are the examples of Cognitive strategies (Schmitt, ibid.). Note-taking strategies such as keeping a

vocabulary notebook, support learners indirectly to employ and improve strategies for learning and recalling novel words effectively. Keeping a vocabulary notebook utilizes students to accumulate their vocabulary knowledge progressively that further them to take their own learning responsibility (Nunan, 2011). Metacognitive strategies refer to learners' self observation, making their self decision as well as their self progress evaluation. These strategies help learners to identify proper vocabulary learning strategies for acquiring novel words (Schmitt, ibid.). Learners can discover their potential for additional learning and reconsiderations.

Kafipour and Naveh (2011) conducted a research for investigating EFL undergraduate students' self practice approaches to vocabulary learning strategies via an adopted questionnaire by Bennet (2006) that is including Schmitt's vocabulary learning strategies. They came up with the results that the students are not a high level strategy users. Metacognitive strategies were appeared to be the most preferred strategy as well as the cognitive strategies regarding practice degree. However, the least preferred strategy was appeared to be the social strategies.

Nunan (ibid.) states, "using context to figure out meaning is an important strategy, and one that is used by independent learners" (p.160). If a teacher wants to encourage independent learning, he should teach to use context clues appropriately, and present multiple exposures to new vocabulary items. Furthermore, he should give opportunities for deep processing of vocabulary items that is having students establish connections between new words and their prior knowledge. It is not adequate for students to memorize lists of words simply and their meanings for integrating the vocabulary words into their personal vocabularies.

Similar to Nunan (ibid.), Alexander and Shea (ibid.) state the four main sections, that vocabulary expansion requirements are as follows; activating existing knowledge, concerning the connections of concepts, and comparing the similarities and contrasts of common concepts and learners' self determination of meaning. Activating prior knowledge strategy facilitates learners to combine existing experiences and the background knowledge to the novel notions and views. Therefore, activities that can be employed to recall existing knowledge stated as: mind streaming, think-pair-share and knowledge rating.

Activities that emphasize developing vocabulary while showing relationships between ideas are: preparing semantic maps; which is a writing practice written for a

particular objective. Comparing similarities and making contrasts between the new and common ideas strategy guides students to identify existing templates in the material and valid patterns that exist consistently in the world (Alexander & Shea, 2011). The effective activities for comparison and contrast are; Venn diagram, semantic feature analysis, a word sort and list-group-label (Alexander & Shea, ibid.). Nilforoushan (2012) conducted a study to investigate the learners' vocabulary use behaviours in terms of vocabulary teaching via semantic mapping implementation. According to the results of the study, the participants that were instructed through semantic mapping appeared to have a better performance than the participants that do not have a semantic mapping instruction regarding vocabulary accomplishment test (Nilforoushan, ibid.). Drawing on his data, the researcher suggests that EFL teachers might teach vocabularies through semantic mapping in their classes. Semantic mapping facilitates learners to learn in an entertaining and interesting way with its different context. Therefore, using semantic mapping may be beneficial. Receiving vocabulary teaching through semantic mapping contributes learners to develop critical vocabulary knowledge that might further them to employ the novel vocabulary in relevant situations.

2.6.2. Vocabulary Learning Strategies and Learner Autonomy

Modern learning theories highlight the crucial point that learners stand in the success of education. Previously, teachers and materials were given the first place. However, learning styles and learning strategies are more accepted now than the previous teacher-centered approaches (Farrel & Jacobs, 2010). According to Benson (2007) and Nowlan (2008), learner autonomy is language learners' having some choices over *what* and *how* to learn. This, in turn, they believe would help the language learners to gain the power of self actualization for learning. In this process, teachers should understand learners' backgrounds, beliefs, needs, and interests and take all these into account when designing and implementing the curriculum. It is also crucial that facilitating learners to recognize, understand, and manipulate their strengths and weaknesses, as well as the learning process itself. One more vital thing is offering learners as many choices as possible in and control over their own learning (Farrel & Jacobs, ibid.)

There are diferent types of vocabulary learning strategies and every learner has different preferences according to his proficiency level. If a learner is aware of vocabulary

learning strategies, there will be a gradual development in his lexis. Schmitt (1997) emphasizes on the expanding effect of vocabulary acquisition by the help of increasing importance of employing vocabulary learning strategies in practice. Learning is always in progress, therefore, developing appropriate learning strategies is a crucial issue for an efficient learning and using English language. This statement is very beneficial for making the right choice of activities, which contribute, to their development as structured learners in terms of learner autonomy.

The approach of taking the learner in the centre of language pedagogy increases in recent years. Learners are expected to achieve to be more active participants and have the power of self direction (Kafipour & Naveh, ibid.). Self-direction is an important characteristic among the other language learning strategies. Self-directed learners make conscious choices for finding solutions to problems and organizing knowledge and building skills. Kafipour and Naveh (ibid.) state that it is crucial for students to recognize the meanings of the novel words in a reading text in order to comprehend it. Learners' familiarity with the vocabulary learning strategies facilitates them to understand a reading text. This recognition of vocabulary learning strategies develop learners' endeavours to expand their own strategies in terms of employing the strategies that are not very popular in practice. Learners' achievement in learning English will improve the learning progress.

Kafipour, Yazdi and Shokrpour (2011) believe that teaching vocabulary is not entirely intentional as the learners are told the meanings of the specific words and expressions that seems challenging for students. In some cases, for example, if the word employed to mention the negative meaning or if they are employed in a formal atmosphere, instruction period might not be supported in a proper way. Additionally, learners make the judgement of the novel words and they are guided to employ dictionaries for the definitions of the novel words. Hence, learners improvise the novel vocabulary and vocabulary learning is determined by endeavours of teachers as well as learners. Kafipour et al. (ibid.) states the importance of expanding different teaching instruction ways to increase learners' vocabulary knowledge.

In their study, Kafipour et al. (ibid.) make an effort to investigate the characteristics of the language learning process, especially regarding learning approaches, to recognize alternative suggestions for vocabulary teaching and learning. The scholars claim that if

learning styles of the learners are obvious, it facilitates to accomplish the highest level. Moreover, when the learners' vocabulary level recognized it will facilitate teachers to determine relevant teaching documentation depending on learners' level of vocabulary.

2.7. Inter-relationships between Language Learning Strategies and Vocabulary Learning Strategies

'Vocabulary Learning Strategies' are a sub category of 'Language Learning Strategies' on the other hand, 'Language Learning Strategies' are a subcategory of 'Learning Strategies' in common (Asgari & Mustapha, 2010). Schmitt (1997) acknowledges that if one tends to address Vocabulary Learning Strategies, its relation with Language Learning Strategies should not be neglected. The majority of Language Learning Strategies, especially all memory strategies, are Vocabulary Learning Strategies and also they are relevant for the tasks in vocabulary learning. This fact reflects "the importance and popularity of vocabulary learning strategies in the group of language learning strategies in terms of their actual use" (Asgari & Mustapha, ibid., p.86). In spite of this fact, scholars in language learning strategies field seem to disregard vocabulary learning strategies, instead, they highlight the entire language learning (Asgari & Mustapha, ibid.).

According to Nation (2000) learners endeavour to learn a word and he defines this issue as "learning burden of a word" (p.23). Nation (ibid.) expands his definition emphasizing on that every word seems to have various learning burdens for learners that have various experience. Additionally, the features for accepting a learner that he/she knows a certain word provides for the learning burden of a word. Therefore, learners need to be instructed with vocabulary learning strategies regarding learning the vocabulary in the second language. They are mostly prompted to employ the basic vocabulary learning strategies (Schmitt, 2000). Organizing a well balanced vocabulary learning strategies in teaching practices might be a proper choice for reducing the learning burdens for learners.

2.8. The Effects of Teachers' Perception on Language Instruction

Borg (2003) mentions the fact that, the importance of reflective studies regarding teachers' perceptions has increased in recent pedagogical studies. However, teachers' unconscious perception in their teaching practice was not attempted as a research subject by scholars in language pedagogy towards the beginning of 1990s. Nowadays, it is

commonly held that "teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thought, and beliefs" (Borg, ibid. p.81). Rokeach (1968, cited in Lai, 2005) claims "all beliefs have a cognitive, an affective, and a behavioral component, suggesting that beliefs have an evaluative aspect and influence individuals' perception and action" (p.30). Johnson (1999, cited in Lai, 2005) points out that; teachers in professional development programs reflect their collection of self reports that show their perception of stability for a shift. Teachers' perception seems to be "a filter through which new information is interpreted and influence the way teachers react and respond to what happens in the classroom" (Lai, 2005, p.31).

Woods (1991, cited in Richards, 1998) carried out a study involving two ESL teachers with various teaching ways, to investigate their perceptions and instruction styles. Results show that their teaching practices do not include the main points that they experienced in the training process. The reasons for the discrepancy between the training and the practice are listed as crowded classes, lack of motivation, test anxiety, the force to follow the professional teachers, students' inadequacy in performing English, reluctant learners, and intensive work requirements. The researcher concludes the study as in the following:

> Such factors discourage experimentation and innovation, and encourage a 'safe' strategy of sticking close to prescribed materials and familiar teaching approaches. Without any relief from these factors and without any reward for innovating in the face of them, the teachers would naturally be led back toward a conservative teaching approach to align themselves with the characteristics of the existing teaching context (pp. 187–188).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents the methodological procedures of the study. First, it explains the research design and the participants of the study. Then, it gives information about the data collection instrument that has been used to collect data. Finally, it presents the data analysis procedures used in the study.

3.2. Research Design

The aim of this study was to investigate the vocabulary learning strategies taught by Turkish English language teachers to secondary school students. Both quantitative and qualitative research design methods were used to achieve this aim. Quantitative research design is defined as " quantitative data deal primarily with numbers " (Fraenkel, Wallen, Hyun, 2011, p.7). Among the quantitative research methods to collect data, a survey research design, in which the data are collected through a questionnaire, was used. In research studies, a questionnaire is the most popular way for gathering data that facilitates researchers to gather adequate information in an hour by conducting it a certain group of participants. (Dörnyei, 2003). According to Fraenkel (et al, ibid.) "qualitative data primarily involve words" (p.7). The qualitative data of the study was collected through the open-ended questions in the first part of the questionnaire.

3.3. Participants

This study was conducted in Malatya during 2013-2014 academic years. The participants of the study were 100 Turkish English language teachers working in secondary state schools in the center of Malatya. Convenience sampling strategy was employed for choosing the participants. The reason for using this sampling strategy is its obvious advantage of attaining a group of individuals who are conveniently available for study (Fraenkel et al.,ibid.).

3.4. Data Collection Instrument

In this study, a vocabulary learning strategies questionnaire adapted from Lai (2005) was used to elicit Turkish secondary school English language teachers' perceptions of teaching vocabulary learning strategies (see Appendix). Regarding questionnaire adaptation as an instrument for gathering data in language pedagogy field, it can be seen that it has a large scale teaching practice in related literature (Horwitz, 1985).

The vocabulary learning strategies questionnaire includes parts. In the first part, 6 open-ended questions were applied to investigate the teachers' ideas or experiences related to teaching vocabulary learning strategies. The reason placing the 6 open-ended questions at the beginning of the questionnaire was to bring about the teachers' personal reflections on the topic, to prevent the effect of the vocabulary learning strategies presented in the questionnaire. In the second part of the questionnaire, the teachers were asked to respond to a total of 30 items to indicate their perceptions of teaching vocabulary learning strategies using a six-point Likert-type rating scale where 1 was "not at all useful", 2 was "slightly useful", 3 was "moderately useful", 4 was "useful", 5 was "quite useful" and 6 was "very useful". The second group of choices was for the reflection of respondents' instructional responses. These categories were assigned values of 1 for "never or almost never", 2 for "rarely or seldom", 3 for "sometimes", 4 for "often", 5 for "usually" and 6 for "always or almost always". The items included in the teaching vocabulary learning strategies questionnaire consists of Schmitts' vocabulary learning strategies classification that are reviewed in the relevant literature in chapter two. Additionally, Turkish secondary schools' teaching and learning system for English is considered whilst preparing the questionnaire.

The 30 items in the second part of the questionnaire related to two categories. These categories were as follows:

1. Teachers' perceptions on teaching vocabulary learning strategies. This part included 30 items.

2. Teachers' practices on teaching vocabulary learning strategies. The same 30 items were relevant for this part.

3.5. Data Analysis Procedures

The data collected from Part A via 6 open-ended questions were dependent on content analysis. By means of content analysis, a qualitative perspective supported research questions. The data collected from Part B, the 30 items based on a six point Likert-type rating scale were analyzed using the Statistical Package for Social Science (SPSS) version 20. By means of SPSS, descriptive statistics (mean score and standard deviations) were figured for the quantitative data. Then, they were analyzed in terms of frequencies (f) and percentages (%). The tables were also drawn by SPSS application.

CHAPTER IV

4. DATA ANALYSIS

4.1. Introduction

This chapter presents the findings of the study collected through a questionnaire on Teaching Vocabulary Learning Strategies (see Appendix 1). The first aim of the study was to investigate Turkish secondary school EFL teachers' perceptions of teaching Vocabulary Learning Strategies. The second aim of the study was to identify the most and the least popular Vocabulary Learning Strategies taught by the Turkish secondary school EFL teachers. The findings of the present study are presented in two main sections. In the first section, the findings gathered through the open-ended questions are presented. In the second section, the findings elicited from the close-ended questions are pointed out.

4.2. Findings from the Open-ended Questions

The qualitative data of the study were gathered through 6 open-ended questions. The findings from the qualitative data are presented in two sections: Section 4.2.1. and

4.2.1. The Strategies the Teachers Consider Beneficial to Their Vocabulary Learning

The first open-ended question aims to elicit the types of methods or strategies the teachers consider beneficial to their vocabulary learning. Ninety-eight teachers responded the first question. Table 1 presents the percentages and the frequencies of the types of strategies that the teachers employ for learning vocabulary. The vocabulary learning strategies are presented in the table in order of frequency for an easy reference.

Table 1. Teachers' Personal Experiences of Vocabulary Learning Strategies

Strategy Number	Vocabulary Learning Strategies	F	%
1	Make a sentence	25	13,44
2	Extensive and intensive reading	17	9,14
3	Use flashcards	17	9,14
4	Use pictures	17	9,14
5	Memorize the words	16	8,60
6	Read a word repeatedly	14	7,53
7	Use dictionary	11	5,91
8	Prepare word list	8	4,30
9	Use multimedia (videos, movies, cartoons etc.)	7	3,76
10	Write a word repeatedly	7	3,76
11	Guess words in context	7	3,76
12	Use mnemonics to remember a word	5	2,69
13	Prepare vocabulary cards	4	2,15
14	Study a word with matching exercises	4	2,15
15	Listen to songs	4	2,15
16	Role – Play	3	1,61
17	Study word in different context	3	1,61
18	Study a word by grouping vocabulary	3	1,61
19	Study a word with its synonyms and antonyms	3	1,61
20	Use translation	2	1,08
21	Use coding	2	1,08
22	Study a word with prefixes and suffixes	2	1,08
23	Build a vocabulary notebook	1	0,54
24	Use real – objects to remember the vocabulary	1	0,54
25	Make a review to remember the vocabulary	1	0,54
26	Visualize a word to remember it	1	0,54
27	Prepare story to study vocabulary	1	0,54

Ninety-eight teachers reported twenty-seven entries in total for the first question, and the strategy *Make a sentence to study a word* (Strategy 1) is ranked as the first among 25 teachers. Among the other twenty-six entries, the most popular three strategies that were ranked by 17 teachers were *Extensive and Intensive reading* (Strategy 2), *Use flashcards* (Strategy 3) and *Use pictures* (Strategy 4) to learn a word. The strategy *Memorize the words* (Strategy 5) followed those strategies by 16 teachers. The next popular strategy was *Read a word repeatedly* (Strategy 6) that was brought up by 14 teachers. Eleven teachers stated that they *Use dictionary* (Strategy 7) to learn words. *Prepare word list* (Strategy 8) was cited by 8 teachers. Subsequently, 7 teachers mentioned that they employ *Use multimedia* (Strategy 9), *Write a word repeatedly* (Strategy 10), *Guess words in context* (Strategy 11). Five of the teachers stated the strategy *Use mnemonics to remember a word* (Strategy 12). *Prepare vocabulary cards* (Strategy 13), *Study a word with matching exercises* (Strategy 14), *Listen to songs* (Strategy 15) to learn a word were reported by 4 teachers. Next, the use of *Role-play* (Strategy 16), *Study a word in different context* (Strategy 17), *Study a word by grouping vocabulary* (Strategy 18), *Study a word with its synonyms and antonyms* (Strategy 19) were cited by 3 teachers. Two participants for each entry mentioned *Use translation* (Strategy 20), *Use coding* (Strategy 21) and *Study a word with prefixes and suffixes* (Strategy 22). Consequently, the following five strategies were brought up by only 1 respondent: *Build a vocabulary notebook* (Strategy 23), *Use real-objects to remember the vocabulary* (Strategy 24), *Make a review to remember the vocabulary* (Strategy 25), *Visualize a word to remember it* (Strategy 26), *Prepare story to study vocabulary* (Strategy 27).

4.2.2. The Most Commonly Used Vocabulary Teaching Practices Among Textbook Activities

The second question aims to find out the most commonly used textbook vocabulary-learning practice strategies. Additionally, it aims to explore how the teachers use those strategies in their teaching practices. To achieve these aims, the teachers were provided with five main strategies and asked to indicate whether they use the mentioned strategies and to explain how they put those strategies into practice in their lessons. These strategies were listed in the questionnaire as *Gloss* (only new words and phonetic symbols listed) *which accompany reading texts, Word Lists*

(which mainly offer English definitions, Turkish translations, word families, and example sentences), *Lists of Prefix-Suffix, Lists of words related to the topic of the lesson* and *Tapes/CDs which record word lists.*

The responses given to the question revealed that the most frequently used vocabulary learning strategies in vocabulary teaching practice are *Word List* (75), *Lists of words related to the topic of the lesson* (59), *Tapes-CDs* (36), *Gloss* (27) and *Lists of Prefix-Suffix* (22) respectively. As shown in Table 2, *Word List* is the most implemented strategy stated by 75 teachers. *Related words* followed *Word list* with 59 teachers. 36 teachers stated that they utilize *Tapes and CDs* during teaching period. It became clear that, the majority of the teachers do not employ the *Gloss or Prefix/Suffix* in their vocabulary teaching practices.

Table 2. Distribution of Five Common Vocabulary Learning Strategiesin Textbooks

Strategy	Implemented		Unimplemented	
	F	%	F	%
Gloss	27	27	73	73
Word List	75	75	25	25
Prefix / Suffix	22	22	78	78
Related Words	59	59	41	41
Tapes / CDs	36	36	64	64

The teachers' responses to the type of the approach that they employ towards the use of a word list in the textbook are shown in Table 3. Accordingly, 8 out of 100 teachers stated their approach to employing a word list is to explain the meaning of the new word. Five teachers mentioned that they present the meaning of the word in example sentences. Four teachers stated they prefer to give the opposites of the new words. Three teachers study word families of the new words with the students. Other 3 teachers implement translation. One teacher reported that she has the students copy the word lists written on the board in their notebooks.

Considering the implementation of *Lists of prefix and suffix*, only 2 teachers reported they use the lists as a tool to create new words while 2 other teachers stated they use it as a means for guessing the meaning of unknown vocabulary items. Similarly, when the *Lists of words related to the topic of the lesson* are taken into consideration, only 2 teachers stated that they give it as homework. Six of the teachers cited that using *Tapes/CDs* is essential for pronunciation. One of the teachers stated that using *Tapes/CDs* is fun and helps students to memorize.

Table 3. Approaches to Using Word Lists in Textbooks

No	Vocabulary Learning Strategies	F	%
1	Define the novel word	8	33,33
2	Present example sentences of the new word	5	20,83
3	Give opposites of the new word	4	16,67
4	Study word families of the new word	3	12,50
5	Translate the new word	3	12,50
6	Write the list on the board and have students copy	1	4,17

The third question asked the teachers to present additional vocabulary learning strategies that their course books offer to be used in their teaching practices. Drawing on this question, the teachers reported that games, comprehension questions, lists of antonyms and synonyms are also efficient features of textbooks, which are not covered in the second question. For the same question, however, a number of teachers reported their vocabulary teaching practices rather than presenting additional features not covered in the second question.

Question 4 aims to identify the types of dictionaries that the teachers recommend their students to use in language classes. The majority of the teachers (70) reported that they recommend bilingual dictionary as shown in Table 4. Twenty-two of the teachers mentioned that they recommend monolingual dictionary. Additionally, ten teachers stated they propose picture dictionaries. Meanwhile, some of the teachers reported that they recommend both bilingual and monolingual dictionaries.

Table 4. Types of Dictionaries Recommended by Teachers

No	Type of dictionary	Frequency	%
1	Bilingual dictionary	70	68,63
2	Monolingual dictionary	22	21,57
3	Picture dictionary	10	9,80

Fifty-five participants reported that they do not design any exercises or activities to train their students about the use of dictionaries. Thirty-three of the teachers specified the types of dictionaries they use to train their students as bilingual dictionaries, monolingual dictionaries, and picture dictionaries. In addition, they stated that they use dictionaries to teach parts of speech, to study phonetics, to search word seeds, to pick up a random word and have students search for the word and read its definition and the example sentences. The teachers also stated that they have their students prepare picture dictionaries, organize dictionary contests, prepare vocabulary notebook like a dictionary and to create lists of words with the second letter alphabetically ordered. Twelve out of 100 teachers did not respond either as yes or no. They skipped question six and directly started answering the questions in Part B.

4.3. Findings from the Close-ended Questions

This part of the questionnaire consists of two sections. In the first section, there are 30 statements and there are two scales for each statement. The first scale aims to specify how useful the teachers consider the strategy is to their students. The second scale aims to identify to what degree the teachers introduce the strategy in class. The question in the second section explores the reasons why the teachers avoid using certain vocabulary learning strategies in their teaching practice. The findings are presented in two sections.

4.3.1. Teachers' Beliefs and Their Practices of Vocabulary Learning Strategies

Descriptive statistic results of the study regarding participants rating of the usefulness of the thirty Vocabulary Learning Strategies and their personal implementation frequency of those strategies in teaching practices are presented in four tables: Table 5 stands for *Memory strategies*, Table 6 stands for *Cognitive strategies*, Table 7 stands for *Metacognitive strategies*, Table 8 stands for *Determination strategies*. Mean score and

standard deviation (SD) of the responses in the questionnaire are displayed in the tables in order of usefulness and frequency in teaching practices.

The order of the strategies in Table 5, Table 6, Table 7 and Table 8 are the same as in the questionnaire, and, the letters in capitals of the strategies preferred to attach each strategy referring the classification. From this point of view, M represents Memory strategy; C represents Cognitive strategy; MC represents Metacognitive strategy; D represents Determination strategy.

Table 5. Participatnts' Beliefs and Practices on Memory Strategies

	Statement	Usefulness Degree		Frequency in practices	
		Mean	SD	Mean	SD
M1.	To study a word with a picture of its meaning instead of definition.	5,22	1,14	4,60	1,34
M2.	To create oneself's own mental images of a word's meaning.	4,68	1,36	3,85	1,38
M3.	To connect a word to a personal experience.	4,72	1,47	4,09	1,57
M4.	To place the word in a group with other items based on topic, theme or function.	4,68	1,18	4,23	1,27
M5.	To connect a word to its synonyms and antonyms.	4,71	1,27	4,27	1,29
M6.	To create semantic networks of a word.	4,39	1,52	3,63	1,46
M7.	To use 'scales' for gradable adjectives.	4,11	1,46	3,60	1,48
M8.	To use new words in sentences.	4,56	1,46	4,22	1,37
M9.	To group words together within a storyline.	4,40	1,39	3,70	1,35
M10.	To use *Keyword Method*.	3,94	1,47	3,26	1,51
M13.	To imagine the written form of a word.	3,73	1,46	3,44	1,62
M14.	To paraphrase the word's meaning.	3,87	1,35	3,62	1,42
M15.	To learn the individual words of chunks and then use the whole chunk as a memory aid for remembering the individual word meanings.	3,84	1,49	3,44	1,51
M16.	To use physical action when learning a word.	4,83	1,09	4,50	1,28

The memory strategy, *to study a word with a picture of its meaning instead of definition to remember it* in Table 5, was ranked the first in the usefulness degree scale and obtained the highest score that was over 5. Table 5 demonstrates that in the usefulness scale, 10 out of 16 memory strategies prevailed an average score higher than 4 revealing that roughly more than half of the strategies are believed to be useful by the teachers. With respect to the mean score in Table 5, regarding usefulness degree, teachers seem not to believe that 4 of the memory strategies (*to use keyword method, to imagine the written form of a word, to paraphrase the word's meaning, to learn the individual words of chunks and then use the whole chunk as a memory aid for remembering the individual word meanings*) are useful since they indicated a mean score lower than 4. However, in terms of the frequency scale in teaching practices, Table 5 shows that only 6 out of 16 memory strategies, are covered in teaching practices with an average frequency score higher than 4. Results in Table 5 indicate that there is a noticeable difference between teachers' perception of usefulness degree and frequency in teaching practices of memory strategies. Comparing the findings of the two scales regarding usefulness degree and frequency in teaching practice, it is obviously seen that teachers do not implement the memory strategies entirely, that they believe useful in their teaching practices.

Table 6. Participants' Beliefs and Practices on Cognitive Strategies

| Statement | Usefulness Degree | | Frequency in practices | |
	Mean	SD	Mean	SD
C11. To repeat a word aloud to oneself.	4,13	1,52	3,86	1,48
C12. To write a word repeatedly.	3,80	1,54	3,49	1,65
C17. To listen to tapes/CDs of word lists.	4,09	1,46	3,69	1,63
C18. To keep a vocabulary notebook.	4,53	1,28	4,22	1,42

According to Table 6, among the four cognitive strategies *to write a word repeatedly* indicated the lowest score (below 4) of all regarding the usefulness degree scale. On the other hand, the cognitive strategy *to keep a vocabulary notebook* indicated the highest score (above 4) in terms of teaching practice scale. By and large, comparing the two scales, teachers do not employ the cognitive strategies they believe useful in their teaching practices.

Table 7. Participants' Beliefs and Practices on Metacognitive Strategies

Statement		Usefulness Degree		Frequency in practices	
		Mean	SD	Mean	SD
MC19.	To test oneself with word tests.	4,40	1,40	4,04	1,52
MC20.	To skip or pass an unknown word.	3,61	1,51	3,42	1,49

There were two metacognitive strategies in the questionnaire in Part B. The cognitive strategy *to test oneself with word tests* indicated a mean score above 4 in two scales namely usefulness degree and frequency in practices. Based on this finding, it might be appropriate to state that teachers have a positive approach to teach vocabulary learning via testing. Drawing on the existing English proficiency exam systems in Turkey, being aware of the testing techniques is inevitable for a successful and longitudinal academic life. Therefore, teaching vocabulary deliberately via testing is an advantage for learners. However, the cognitive strategy *to skip or pass an unknown word* indicated a mean score below 4 that means teachers do not believe that it is beneficial to employ, therefore, they do not implement in their teaching practice.

Table 8. Participants' Beliefs and Practices on Determination Strategies

	Statement	Usefulness Degree		Frequency in practices	
		Mean	SD	Mean	SD
D21.	To analyze the part of speech of an unknown word.	4,38	1,39	4,13	1,39
D22.	To look at the clause or sentence containing the unknown word to find clues	4,32	1,32	3,88	1,33
D23.	To examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs.	4,25	1,41	3,95	1,49
D24.	To make use of common sense and knowledge of the world.	4,30	1,31	4,01	1,29
D25.	To make use of knowledge of the topic when guessing the meaning of an unknown word.	4,53	1,15	4,29	1,15
D26.	After guessing, check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word.	4,37	1,22	3,96	1,29
D27.	After guessing, replace the unknown word with guessed meaning to check if the sentence makes sense.	4,19	1,34	3,66	1,36
D28.	To analyse affixes and roots of an unknown word in an early stage when guessing.	3,81	1,49	3,25	1,45
D29.	To analyse affixes and roots of an unknown word in a *later* stage of guessing work.	3,67	1,41	3,18	1,30
D30.	To deliberately learn the meanings of the most common affixes.	3,91	1,45	3,44	1,39

Table 8 indicates that teachers perceive three of the determination strategies out of ten as less useful: *to analyze affixes and roots of an unknown word in an early stage when guessing* (D28), *to analyze affixes and roots of an unknown word in a later stage of guessing work* (D29), *to deliberately learn the meanings of the most common affixes* (D30).

On the other hand, only three determination strategies that are: *to analyze the part of speech of an unknown word* (D21), *to make use of common sense and knowledge of the*

world (D24), *to make use of knowledge of the topic when guessing the meaning of an unknown word* (D25) revealed a positive correlation between usefulness degree and teaching practice. Additionally, (D25) *to make use of knowledge of the topic when guessing the meaning of an unknown word*, has the highest positive correlation in two scales among all determination strategies.

As shown in Table 9 among the most useful strategies *to use physical action (like Total Physical Response) when learning a word to enhance memory* (M16), *to connect a word to a personal experience to remember it* (M3), *to connect a word to its synonyms and antonyms to remember it* (M5) followed the first strategy. *To create one self's own mental images of a word meaning to remember it* (M2) and *to place the word in a group with other items based on topic, theme or function* (M4) had the same mean and both ranked the fifth line. *To use new words in sentences to remember them* (M8) was the sixth in the usefulness degree scale. *To make use of knowledge of the topic when guessing the meaning of an unknown word* (D25) and *to keep a vocabulary notebook to facilitate vocabulary learning* (C18) ranked the seventh together with the same mean score. Among all the Vocabulary Learning Strategies in the questionnaire, *to skip or pass an unknown word, which seems inessential for adequate comprehension of a passage* (MC20) is believed to be the least useful strategy by the participants.

Table 9. The Most Useful Strategies

	Most useful strategies							
Rank /30	Determination Strategy	Mean	Memory strategy	Mean	Cognitive strategy	Mean	Metacognitive strategy	Mean
1	-	-	M1	5,22	-	-	-	-
2	-	-	M16	4,83	-	-	-	-
3	-	-	M3	4,73	-	-	-	-
4	-	-	M5	4,71	-	-	-	-
5	-	-	M4	4,68	-	-	-	-
5	-	-	M2	4,68	-	-	-	-
6	-	-	M8	4,56	-	-	-	-
7	D25	4,53	-	-	C18	4,53	-	-
8	-	-	M9	4,40	-	-	MC19	4,40
9	D21	4,39	M6	4,39	-	-	-	-
10	D26	4,37	-	-	-	-	-	-
11	D22	4,32	-	-	-	-	-	-
12	D24	4,30	-	-	-	-	-	-
13	D23	4,25	-	-	-	-	-	-
14	D27	4,19	-	-	-	-	-	-
15	-	-	-	-	C11	4,13	-	-
16	-	-	M7	4,11	-	-	-	-
17	-	-	-	-	C17	4,09	-	-

Table 10. The Least Useful Strategies

Least useful strategies

Rank /30	Determination Strategy	Mean	Memory strategy	Mean	Cognitive strategy	Mean	Metacognitive strategy	Mean
18	-	-	M10	3,95	-	-	-	-
19	D30	3,91	-	-	-	-	-	-
20	-	-	M14	3,87	-	-	-	-
21	-	-	M15	3,84	-	-	-	-
22	D28	3,81	-	-	-	-	-	-
23	-	-	-	-	C12	3,80	-	-
24	-	-	M13	3,73	-	-	-	-
25	D29	3,67	-	-	-	-	-	-
26	-	-	-	-	-	-	MC20	3,61

With respect to most instructed strategies in Table 11, *to study a word with a picture of its meaning instead of definition to remember it* (M1) ranked the first place as it was the same for the most useful strategy regarding teachers' perception. *To use physical action (like Total Physical Response) when learning a word to enhance memory* (M16) was assessed the second instructed strategy in teaching practices. *To make use of knowledge of the topic when guessing the meaning of an unknown word* (D25), *to connect a word to its synonyms and antonyms to remember it* (M5), *to place the word in a group with other items based on topic, theme or function* (M4) overlapped in the lines respectively 3, 4, 5. *To use new words in sentences to remember them* (M8) and *to keep a vocabulary notebook to facilitate vocabulary learning* (C18) over vailed the same score and stood at the same line. Subsequent strategies regarding the most instructed strategy scale were D21: to analyse the part of speech of an unknown word when guessing the

meaning; M3: to connect a word to a personal experience to remember it; M19: to test oneself with word tests and D24: to make use of common sense and knowledge of the world when guessing the meaning of an unknown word.

Table 11. The Most Instructed Strategies

Rank /30	Determination Strategy	Mean	Memory strategy	Mean	Cognitive strategy	Mean	Metacognitive strategy	Mean
1	-	-	M1	4,60	-	-	-	-
2	-	-	M16	4,50	-	-	-	-
3	D25	4,29	-	-	-	-	-	-
4	-	-	M5	4,28	-	-	-	-
5	-	-	M4	4,23	-	-	-	-
6	-	-	M8	4,22	C18	4,22	-	-
7	D21	4,13	-	-	-	-	-	-
8	-	-	M3	4,09	-	-	-	-
9	-	-	-	-	-	-	MC19	4,04
10	D24	4,01	-	-	-	-	-	-
11	D26	3,96	-	-	-	-	-	-
12	D23	3,95	-	-	-	-	-	-
13	D22	3,88	-	-	-	-	-	-
14	-	-	-	-	C11	3,86	-	-
15	-	-	M2	3,85	-	-	-	-
16	-	-	M9	3,70	-	-	-	-
17	-	-	-	-	C17	3,69	-	-
18	D27	3,66	-	-	-	-	-	-
19	-	-	M6	3,63	-	-	-	-
20	-	-	M14	3,62	-	-	-	-
21	-	-	M7	3,61	-	-	-	-

Different from the least usefulness degree scale *to analyse affixes and roots of an unknown word in a later stage of guessing work* (D29) appeared to be the least instructed strategy among the other strategies as it was shown in Table 12 below.

Table 12. The Least Instructed Strategies

	Least-instructed strategies							
Rank /30	**Determination Strategy**	**Mean**	**Memory strategy**	**Mean**	**Cognitive strategy**	**Mean**	**Metacognitive strategy**	**Mean**
22	-	-	-	-	C12	3,49	-	-
23	D30	3,44	M15	3,44	-	-	-	-
23	-	-	M13	3,44	-	-	-	-
24	-	-	-	-	-	-	MC20	3,42
25	-	-	M10	3,26	-	-	-	-
26	D28	3,25	-	-	-	-	-	-
27	D29	3,18	-	-	-	-	-	-

The relation between the teachers' perception of usefulness degree of vocabulary learning strategies and implementation frequency of teaching practice regarding all the strategies was demonstrated by the correlation coefficients that figured out for each pair of strategy. As $p<.01$ for each of the thirty strategy pairs, it was clear to state that there was a significant positive correlation between the strategy pairs. With respect to these values, teachers implemented the strategies more frequently in their teaching practices in case they believed the strategy is more useful.

4.3.2. The Reasons Why Teachers Avoid Certain Vocabulary Learning Strategies

The open-ended question in Part C aimed to identify why teachers avoid using certain strategies in their teaching practice although they believe those strategies that they avoid are useful. Thirty-two out of 100 teachers responded to this question. Nineteen out of

32 of the teachers explained their reasons for not employing or introducing those strategies that they believed useful.

Twelve of the respondents stated that the implementation of those strategies requires too much time and that time was limited regarding the syllabus. Two teachers claimed that students' level of proficiency was a hindrance for instructing them about strategies. One of the teachers mentioned that the learned helplessness in learning English in Turkey was a reason for not including strategies in teaching practices. Another teacher cited the deficiency of audio-visual supplementary materials as a reason for not instructing the strategies. According to another teacher, crowded classes blocked introducing those strategies. One of them believed that the strategies were not practical in teaching practice, as students quickly get bored because of their short attention span. Finally, a teacher pointed out the importance of having highly motivated students in language classes for the use of effective instructional strategies.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter presents the results of the research questions regarding teachers' perception and implementation of teaching vocabulary learning strategies, and also the most and the least preferred vocabulary learning strategies used by the teachers respectively.

5.2. Summary of the Study

The aim of this study was to investigate the vocabulary learning strategies taught by Turkish English language teachers to secondary school students. The following research questions guided the study to achieve the aims stated above:

1. What are secondary school Turkish EFL teachers' perceptions of vocabulary learning strategies?
2. What are the most and least popular vocabulary learning strategies taught by the Turkish secondary school EFL teachers?
3. Do Turkish EFL teachers in secondary schools instruct Vocabulary Learning Strategies that they believe useful in their teaching practice?

This study was conducted in Malatya during 2013-2014 academic year. The participants of the study were 100 Turkish English language teachers working in secondary state schools in the center of Malatya. A vocabulary learning strategies questionnaire adapted from Lai (2005) was used to elicit Turkish secondary school English language teachers' perceptions of teaching vocabulary learning strategies (see Appendix). The qualitative data collected from the open-ended questions were dependent on content analysis and the data gathered from the quantitative data were analyzed using the Statistical Package for Social Science (SPSS) version 20.

5.3. Teachers' Perceptions of Vocabulary Learning Strategies

The findings of the study regarding research question 1 showed that the participants of the current study employ a variety of strategies for learning vocabulary. Based on the findings, we may conclude that one fourth of the participants enhance their vocabulary by

making sentences with novel words that was defined as a memory strategy by Schmitt (2000). As depicted by the participants, constructing sentences with novel words contribute to their lexis and comprehension and facilitate to develop their learner autonomy. These participants might be called as structured learners. According to Sanaoui (1995) structured learners "… are better organized and systematically carry out independent study and self-initiated activities, regularly record new words in notebooks, and review them, and seek out opportunities to use previously met lexis" (see Section 2.6) (cited in Mokhtar, Rawian, Yahaya, Abdullah, and Mohamed, n.d. p.140). Similar to this popular finding regarding participants' personal experience in vocabulary learning strategies in Part A (see Table 1) the eighth entry in Part B (see Appendix) had a statistically significant score ($p < .01$) that meant the participants believed its usefulness and employed the strategy in their teaching practice.

Extensive and intensive reading appeared to be another preferred approach for learning vocabulary, which was brought up by seventeen participants. This finding is in line with Hunt and Beglar's (1998) argument as it is stated extensive reading and listening support implicit vocabulary learning (see Section 2.5.1). This approach is also supported by Huckin and Coady (cited in Alemi & Tayebi, 2011) (see Section 2.5.1). They state vocabulary learning mainly occur via extensive reading that the learner determine the definition of novel vocabulary. Additionally, Hulstijn (2003, cited in Alemi & Tayebi, ibid.) strengthened this finding by clarifying reading as incidentally learned patterns, phrases, and vocabulary of a language through communicative activities that mainly appeared in the area of vocabulary (see Section 2.5.1).

Use flashcards was the second strategy that was brought up by seventeen respondents and read a word repeatedly was the sixth strategy with fourteen respondents. Being a popular approach to learning vocabulary among the participants, *using flashcards to record new words* and *repetition* were identified as cognitive strategies by Schmitt (ibid.). Schmitt (ibid.) stated that cognitive strategies refer to strategies that are related to unconscious features of vocabulary learning strategies and not related to mental operations (see Section 2.6.1). For Schmitt, however, memory strategies appeared to be a number of strategies that learners employ to evoke their vocabulary and helped them to learn the novel vocabulary through mental operations with the assistance of their existing experience

of the novel vocabulary (Schmitt, ibid.) (see Section 2.6.1). With respect to these strategies, we realized that the majority of the participants uses memory strategies. We came up with the fact that *make a sentence to study a word, use pictures* and *memorize the words* are among the first five strategies. However, Nunan (2011) stated that encouraging independent learning requires to teach to use context clues appropriately and present multiple exposures to new vocabulary items, therefore, it was not adequate for students to memorize lists of words simply and their meanings for integrating the vocabulary words into their personal vocabularies (see Section 2.6.1). Similar to Nunan (ibid.), a recent study by Alexander and Shea (2011) pointed out the four key elements that facilitate vocabulary development: *the activation of prior knowledge, consideration of the relationships between concepts, comparison and contrast of familiar concepts and student generation of meaning* (see Section 2.6.1). Based on these statements mentioned by the researchers, the participants were seemed to be weak strategy user regarding their personal vocabulary learning experience. The low frequency results of other strategies experienced by the teachers for their personal vocabulary learning strategies seemed to support being a weak strategy user hypothesis with a changing number of participants between 1-11 out of 100.

5.4. The Most and the Least Popular Vocabulary Learning Strategies

Comparing the participants' usefulness perception of vocabulary learning strategies and teaching practice of vocabulary learning strategies, with respect to question 3, memory strategies appears to be the most popular strategy in Table 9 and Table 11. The strategies, *Studying a word with a picture of its meaning instead of definition* and *Creating one self's own mental images of a word's meaning* are believed to be the most useful strategies as well as the most frequently instructed strategies. Meanwhile, thinking back on participants' personal experience, it was obviously seen that memory strategies were the most preferred strategies for learning vocabulary (see Table 1). Schmitt's (ibid.) definition of memory strategies supports the participants' priority for learning and teaching vocabulary learning strategies, as he stated that memory strategies employ learners in learning the new word via mental development. Learners combine the novel words with their existing knowledge. (see Section 1.6).

Following memory strategies, the participants consider determination strategies useful and so they employ them in teaching practice. This finding reveals that the

participants tend to use individual learning strategies in their teaching practice that facilitates learners to discover the novel words' definitions by seeking in dictionaries, to guess the definition from the context and to identify the parts of speech as it was defined in Schmitt's (ibid.) vocabulary classification system (see Section 2.6.1). In a study by Mokhtar, Rawian, Yahaya, Abdullah and Mohamed (n.d.) the researchers referred to seven vocabulary learning strategies as follows: *metacognitive regulation, guessing strategies, dictionary strategies, note-taking strategies, memory strategies (rehearsal), memory strategies (encoding)* and *activation strategies*. The findings show that guessing strategies and dictionary strategies are extensively used both for comprehension and vocabulary learning.

Following Schmitt's (2007) categorization of two types of strategies that of shallow strategies, which are used by beginners, and deeper strategies which are preferred by intermediate and advanced learners, we came up with the finding that the teachers in the present study implement the shallow strategies more than deeper strategies. For Schmitt (2007), shallow strategies include simple memorization, repetition and note-taking on the other hand; deeper strategies mean imagery, inference and the Keyword Method (see Section 2.6). The teachers' choice might be related to the language proficiency level of their students. That is, the majority of the learners in secondary schools in Turkey are beginners or lower intermediate learners.

5.5. Usefulness and Teaching Practice of Vocabulary Learning Strategies Regarding Teachers' Perception

The majority of the participants in this study pointed out the importance of appropriate dictionary utilization with respect to learners' language proficiency. However, the findings also revealed that the teachers do not provide any different tasks in their teaching practice in terms of the approaches to use a dictionary. According to Mokhtar et al., (ibid.) dictionary strategies are considered to be a facilitator for learners' vocabulary acquisition; however, Schmitt (ibid.) argues that seeking in dictionaries is an individual learning strategy (see Section 2.6 & Section 2.6.1). Additionally, Alexander and Shea (ibid.) draw our attention to the importance of recognizing vocabulary development as a powerful learning strategy (see Section 2.6). From this point of view, training learners how to use a dictionary seemed to be beneficial in terms of vocabulary expansion which is a

powerful learning strategy that vocabulary instruction must involve for an effective level of proficiency. (see Section 2.6).

As it is cited in Mc Carten (2007), Richards (1976) and Nation (2001) present a list including affixes that are essential to know before we can say that learners have learned a word. Nevertheless, the findings regarding affixes in Determination Strategies table (see Table 8) do not support the hypothesis that was stated by the scholars (see Section 2.2).

As Nation (n.d.) puts teaching vocabulary deliberately is crucial for a well-balanced vocabulary program, although, it is not an efficient approach for vocabulary development. Thinking about this fact, to determine the appropriate vocabulary learning strategies for a longitudinal retention appears to be a very important issue in the relevant literature in this study (see Section 2.5). As it was previously discussed, the participants of this study prefer to teach strategies that require direct mental operations to understand and accumulate new words rather than indirect strategies that require conscious endeavors to store new words. The majority of the participants put the time constraints forth as the reason for not instructing the deeper strategies in their teaching practice. This might be clarified by three aspects in general: shallow strategies are easier to understand and use and learners do not prefer deeper strategies since they require more effort; learners may not be aware of the alternative strategies, in case teachers are responsible for them to present the alternative strategy choices; cultural constraints of the school system may effect the strategy preferences of the teachers (Schmitt & Schmitt, 1993). All in all, if learners expand appropriate learning strategies for learning long period, they will have a crucial opportunity for an efficient English proficiency that contribute to their proficiency level as structured learners in terms of being autonomous learners (see Section 2.6.2).

5.6. Suggestions for Further Research

Alemi and Tayebi (2011) states that vocabulary learning is an essential sub skill that effects the performance of the four skills' development namely Reading, Writing, Listening and Speaking. However, vocabulary learning and teaching was not popular in traditional approaches as it was believed that vocabulary learning happens by itself (see Section 2.5). Recently, the importance of vocabulary teaching and learning widely accepted by teachers and scholars. Therefore, a number of studies focus on vocabulary

teaching, regarding the lexical system and vocabulary acquisition that are mainly related to strategies used by learners (see Section 2.5). Thinking about this fact, this study aimed to find how Turkish secondary school EFL teachers perceive teaching Vocabulary Learning Strategies and what are the most and the least popular Vocabulary Learning Strategies among them. Based on the findings, it might be said that teachers would rather teach vocabulary via direct strategies (Memory Strategies, Cognitive Strategies) than indirect strategies (Metacognitive Strategies). However, the majority of the scholars emphasizes that teaching Metacognitive Strategies are more beneficial for a long-term learning and gaining learner independence (Schmitt, 2000, Nunan, 2011) (see Section 2.6.1).

All in all, with respect to the recent developments in the vocabulary teaching pedagogy, teachers might be guided for furthering their endeavors and focusing on teaching Vocabulary Learning Strategies as a facilitator for gaining learner autonomy. Metacognitive Strategies are appeared to be more valuable for providing learner independence comparing the other strategies. However, the findings regarding usefulness degree and teaching practice of Metacognitive Strategies in the study indicated a low score. Therefore, teacher-training programs to evoke teachers' awareness of Metacognitive Strategies might be a key for expanding autonomous learners.

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7. APPENDIX

**7.1. APPENDIX : QUESTIONNAIRE ON TEACHING VOCABULARY
LEARNING STRATEGIES**

This questionnaire is an attempt to gather information about how much Turkish English language teachers in secondary schools know about vocabulary learning strategies and in what ways they have made efforts to help students with vocabulary learning. Your ideas are highly valued and your cooperation genuinely appreciated. The data thus collected only serves this particular research and will remain confidential. Please feel free to share your opinions and report frankly your real situation when answering the following items. If you are interested in the results of this survey, please do not hesitate to leave your e-mail address in the end. A copy of the results will be sent to you afterwards.

Part A: Open-ended questions

This part may take you some time to complete. Whatever you share will provide information of great use for this research. You are welcome to answer *either in English or in Turkish.*

1. Thinking back on your own experience of learning English, what methods or strategies do you consider helpful to your ***vocabulary*** learning?   Please share your experience.

_____

_____

_____

2. Of the following features commonly used in secondary school English textbooks, which one(s) do you generally cover in your practice of vocabulary teaching? Please tick in the box and explain how you make use of them in the following space.

☐ **gloss** (only new words and phonetic symbols listed) which accompany the reading

texts_____

☐ **word lists** (which mainly offer English definitions, Turkish translations, word families, and example sentences)

_____

_____

☐ **Lists of prefix/suffix**

_____

_____

☐ **Lists of words related to the topic of the lesson**

(e.g. A list of words related to *pollution* in the unit *Our Natural Heritage)*

_____

☐
_____

T**apes/CDs which record word list**

_____

_____

3. Following Q2, please **specify** any feature(s) that have not been included above and **explain**.

_____

_____

4. What type of dictionary do you **recommend** your students to use? (Please tick)

☐ a   bilingual   dictionary   ☐ a   monolingual   dictionary

☐ others _____

5. Have you ever designed any exercises or activities to train your students how to use a dictionary?   (Please tick)

☐ **Yes** --------- > go to **Q6**   ☐ **No** ----------> go to **Part B**

6. Please **specify** what type of dictionary you train your students to use and

explain what exercise(s) or activity(ies) you include in the training.

☐ a bilingual dictionary ☐ a monolingual dictionary

☐ Others _____

_____

Part B: Close-ended questions

<Instructions> For each statement, there are *two scales* for you to *place a tick*. The first scale is for you to specify *how useful you consider the strategy is* to your students. The second scale is for you to specify *to what degree you ACTUALLY include or introduce the strategy in class*.
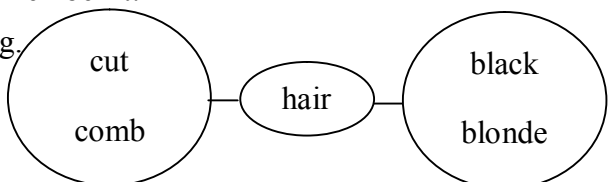
The first scale (I):

not at all useful	slightly useful	moderately useful	useful	quite useful	very useful
1	2	3	4	5	6

The second scale (II):

never or almost never	rarely or seldom	sometimes	often	usually	always or almost always
1	2	3	4	5	6

No.	Strategy Description	Scale	1	2	3	4	5	6
		(I)	not at all					very
		(II)	never/ almost never		<---->		always / almost always	
(1)	To study a word with a picture of its meaning instead of definition to remember it.	(I)						
		(II)						
(2)	To create oneself's own mental images of a word's meaning to remember it.	(I)						
		(II)						
(3)	To connect a word to a personal experience to remember it. (e.g. Connecting the word *snow* to a memory of playing in the snow for the first time)	(I)						
		(II)						

No.	Strategy Description	Scale						
(4)	To place the word in a group with other items based on topic, theme or function (e.g. items about food/art/request)	(I)						
		(II)						
(5)	To connect a word to its synonyms and antonyms to remember it.	(I)						
		(II)						
(6)	To create semantic networks of a Word to remember it. e.g.	(I)						
		(II)						
(7)	To use 'scales' for gradable adjectives to remember them.	(I)						
		(II)						
(8)	To use new words in sentences to remember them.	(I)						
		(II)						
(9)	To group words together within a storyline to	(I)						
		(II)						
(10)	To use *Keyword Method* to remember words. ** Before you read the following explanation, if you've never heard anything about it, place a cross **here** ( ), and **then reply** to the scale.	(I)						
		(II)						

Keyword Method: This technique involves finding a Turkish word (keyword) which sounds like the target English word, e.g. the Turkish word 'bilek' (wrist) for the English word *'black'*. Then a mental image combining the two concepts is created, such as a boy arm-wrestling with his *black wrist*. When the English word *black* is later heard, the sound similarity invokes the created image which prompts the English word's meaning.

No.	Strategy Description	Scale	1	2	3	4	5	6
		(I)	not at all				very	
		(II)	never/ almost never		<---->		always / almost always	
(11)	To repeat a word aloud to oneself to remember a word.	(I)						
		(II)						
(12)	To write a word repeatedly to remember a word.	(I)						
		(II)						
(13)	To imagine the written form of a word to remember it.	(I)						
		(II)						

(14)	To paraphrase the word's meaning to remember it.	(I)						
		(II)						
(15)	To learn the individual words of chunks (e.g. phrases, idioms, or proverbs) and then use the whole chunk as a memory aid for remembering the individual word meanings.	(I)						
		(II)						
(16)	To use physical action (like Total Physical Response) when learning a word to enhance memory.	(I)						
		(II)						
(17)	To listen to tapes/CDs of word lists.	(I)						
		(II)						
(18)	To keep a vocabulary notebook to facilitate vocabulary learning.	(I)						
		(II)						
(19)	To test oneself with word tests.	(I)						
		(II)						
(20)	To skip or pass an unknown word which seems inessential for adequate comprehension of a passage.	(I)						
		(II)						
(21)	To analyse the part of speech (e.g. noun/verb) of an unknown word when guessing the meaning.	(I)						
		(II)						
(22)	To look at the clause or sentence containing the unknown word to find clues when guessing the meaning. (e.g. If the unknown word is a noun, pay attention to adjective(s) which describe the noun.)	(I)						
		(II)						
(23)	To examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs when guessing the meaning. (e.g. To pay attention to conjunctions like *but, because, if, when*, or adverbs like *however, thus*.)	(I)						
		(II)						

No.	Strategy Description	Scale	1	2	3	4	5	6
		(I)	not at all				very	
		(II)	never/ almost never		<---->		always / almost always	
(24)	To make use of common sense and knowledge of the world when guessing the meaning of an unknown word.	(I)						
		(II)						
(25)	To make use of knowledge of the topic when guessing the meaning of an unknown word.	(I)						
		(II)						
(26)	After guessing, check if the part of speech of the guessed meaning is the same as the part of speech	(I)						
		(II)						
(27)	After guessing, replace the unknown word with guessed meaning to check if the sentence makes	(I)						
		(II)						
(28)	To analyse affixes and roots of an unknown word in an *early* stage when guessing, i.e. making use	(I)						
		(II)						
(29)	To analyse affixes and roots of an unknown word in a *later* stage of guessing work, i.e. making use	(I)						
		(II)						
(30)	To deliberately learn the meanings of the most common affixes.	(I)						
		(II)						

Part C: Follow-up question

•**After giving response to the above items, if you consider certain strategies useful, but you don't actually include or introduce those strategy(ies) in class, please explain why here.**

_____

_____

_____

_____

** If you are interested in the results, please
leave your
e-mail:_____

Thank you very much for your time and cooperation. ☺