TURKISH REPUBLIC
KAFKAS UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

A COMPARATIVE STUDY ON VOCABULARY LEARNING STRATEGY USE OF THE STUDENTS OF TWO HIGH SCHOOLS IN GAZİANTEP

Master Thesis

by

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Kars, 2013

T.C.

KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
BATI DİLLERİ VE EDEBİYATLARI ANABİLİM DALI
İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI

"GAZİANTEP İLİNDEKİ İKİ LİSEDEKİ ÖĞRENCİLER ÖRNEĞİNDE KELİME BİLGİSİ ÖĞRENME STRATEJİLERİ ÜZERİNE KARŞILAŞTIRMALI BİR ÇALIŞMA"

Yüksek Lisans Tezi

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Kars, 2013

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KAFKAS ÜNİVERSİTESİ

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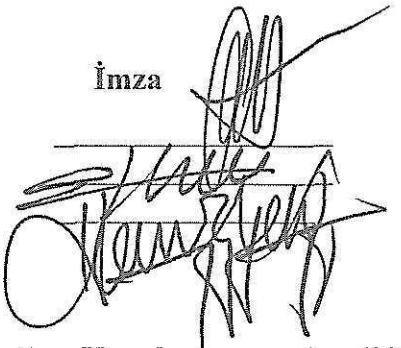

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ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor Assist. Prof. Dr. Mustafa ÖZDEMİR for his invaluable suggestions, contributions, guidance, tolerance, courtesy and support in the preparation of this study because but for his continuous support and guidance, this study would never have been accomplished. I am grateful for his constructive feedback after reading my revisions as well as the enthusiastic and inspiring conversations we had during this exhausting process.

I would also like to express my sincere thanks to Assoc. Prof. Dr. Gencer ELKILIÇ for believing in me from the very beginning and his invaluable feedback and supportive suggestions. He was a good model with his tolerance, kindness and knowledge.

I owe a special debt to all my research subjects at Department of Foreign Languages of Kafkas University for giving their time and enthusiastic participation and warm friendship during my data collection. I also wish to extend my appreciation to all directors and teachers of Yeşilevler Anatolian High School for their help, patience and cooperation, without all of which I could not have completed this thesis.

I owe my greatest debt and most heartfelt thanks to my beloved family, my dear husband Aytaç TOKÇALAR, for their emotional support, patience, and active encouragement. Without them, my thesis would have not been possible for sure.

Last but not least, I would like to give my immense gratitude to my father and mother, without whose support, my dream of completing an M.A. degree would not have been possible.

Ferda TOKÇALAR

ÖZET

'GAZİANTEPTEKİ İKİ LİSENİN ÖĞRENCİLERİNİN KELİME ÖĞRENME STRATEJİLERİ KULLANIMLARININ KARŞILAŞTIRILMASI'

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Haziran 2013,91 sayfa

Bu çalışma Gaziantepte Anadolu Öğretmen Lisesi ve Yeşilevler IMKB Anadolu Lisesinden 60 öğrencinin katılımıyla gerçekleştirilmiştir. Bu okullar özellikle seçilmiştir çünkü öğrencilerin başarı seviyeleri farklı fakat öğrenciler aynı sınıf seviyesinde ve üniversite sınavı için hazırlanmaktalar. Bu yüzden bu çalışmada okul başarısının ya da öğrencilerin amaçlarının, öğrencilerin strateji kullanımlarını etkileyip etkilemediği araştırılmıştır.

Gerekli veriyi toplamak için daha önce Catalan ve Üster'in de çalışmalarında kullandığı bir anket kullanılmıştır.yanlış anlaşılmaları engellemek için anketin Türkçeye çevirilmiş hali kullanılmıştır.Çalışmanın bulguları SPSS programı kullanılarak analiz edilmiştir. Araştırma sorularını cevaplamak için öğrencilerin anket puanlarının Ortalama, Standart Sapma,Önem Derecesi ve Tek Yön ANOVA hesaplamaları yapılmıştır. İlk olarak strateji sıralaması hesaplandı ve öğrencilerin Üstbiliş ve Sosyal Stratejilerde Orta seviyede, Ezberleme, Bilişsel ve Saptama Stratejilerinde ise düşük seviyede oldukları görülmüştür.Daha sonar öğrencilerin tüm strateji kullanma tercihleri incelenmiş ve Anadolu Öğretmen Lisesi öğrencilerinin bütün strateji türlerinde daha yüksek sonuçlar aldığı görülmüştür fakat Bağımsız Test sonuçları incelendiğinde iki grubun arasında önemli bir fark saptanmamıştır. Ayrıca öğrencilerin en çok tercih ettiği strateji tercihlerine baktığımız zaman öğrencilerin strateji tercihleri arasında benzerlikler gözlemekteyiz.

Son olarak öğrencilerin tercihleri cinsiyet açısından kıyaslanmış ve bugular erkek öğrencilerin kız öğrencilerden sayıca az olmalarına rağmen daha fazla strateji kullandıklarını göstermiştir. Aradaki farkın önemli olup olmadığını tespit için tek yön ANOVA uygulanmıştır. Sadece Sosyal strateji alanında önemli fark gözlenmiş diğer alanlarda önemli bir fark gözlenmemiştir.

Anahtar sözcükler: Kelime Öğrenme Stratejileri, Öğrenme Stratejileri Pekiştirme Stratejileri , Başarı, Cinsiyet

ABSTRACT

'A COMPARATIVE STUDY ON VOCABULARY LEARNING STRATEGY USE OF THE STUDENTS' OF TWO HIGH SCHOOLS IN GAZIANTEP'

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June 2013, 91 pages

This study was carried out in Gaziantep with the participation of 60 students from two different high schools which were Abdülkadir Konukoğlu Teacher Training High school and Yeşilevler Anatolian High School. These schools were chosen on purpose because the success levels of the schools were different from each other but the students were at the same level and were preparing for the University Entrance Exam. Therefore in this study, it was examined if the success of the school or the aims of the students affected their strategy use.

In order to gather the necessary data a questionnaire which had been used in other studies by Catalan and Uster was employed. In order to prevent misunderstanding, the Turkish translated version of the questionnaire was used. The findings of the study were analyzed by using SPPS programme. The mean scores (X), Standard Deviations (SD) and Degree of Significance (df) scores of the students were calculated in order to find answers of our research questions. Firstly, the rank orders of the students were calculated and it was seen that the students are medium users in metacognitive and social strategies and low users in memory, cognitive and determination strategies. Then the overall strategy preferences of the students were examined and it was found that in every strategy category the students of the Teacher Training High School students got higher scores than Anatolian High School students but in terms of Independent Test results, no significant differences were observed between the two groups. In addition, when we looked at students' strategy preferences, we observed that the students' most favored strategies showed similarities in every strategy category.

Lastly students' preferences were compared in terms of gender and the findings showed that males were using more strategies than the females although the number of the males participating in the study was lower that of females. In order to determine if this difference was significant, One-Way ANOVA was applied to the scores of the student. The only significance was observed in the Social strategies category but in other categories no significant difference was observed.

Key Words: Vocabulary Learning Strategies, Discovery Strategies, Consolidating Strategies, Success, Gender.

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CHAPTER 1
INTRODUCTION

1.1. Background of the Study

Vocabulary is one of the most important components of language. It plays a vital role in the process of language learning but unfortunately it is ignored and given insufficient importance. Allen (1983) thinks that little attention is given to the techniques for learning vocabulary. He highlights the facts underlying this neglect at the beginning of his book: During the period 1940-1970 vocabulary was neglected in teacher preparation programs because it had been emphasized too much before that time. Some people believed that vocabulary was the most important part in the language learning. They thought they could control language by learning a large number of words; but in fact this is not enough because it is also necessary to know how the words work together in English sentences as well as knowing English words and their meanings. For this reason, most of the people preparing teachers felt that grammar should be given more importance than vocabulary because according to them, vocabulary was emphasized too much in language classrooms (Allen, 1983)

In the 1950s, many people began to notice that vocabulary learning is not a simple matter of matching up words in the native language and the target language. They believed that vocabulary learning is very complex and students cannot be given an exact and precise understanding of word meaning in class, so specialists in methodology feared students can have mistakes in sentences, if a lot of words are overloaded before the basic grammar is mastered. In their opinion, it was best not to teach a lot of vocabulary (Allen, 1983).

Ruddell (cited in Bushman, 2001: 175) also thinks that "Vocabulary instruction is often the most neglected and least effectively taught aspect of instruction in content area classrooms." Before moving onto discussing the literature on vocabulary learning strategies, it would be rational to have a brief look at the broader context of learning strategies. With the shift from teacher to learner-centered approaches, learning strategies came under the spotlight. Besides, Aksungur (Aksungur, 2000) believes that the significance of teaching and learning vocabulary was ignored for a long time. To support her beliefs, she uses the comments of Meara and Prince, who state that the importance of vocabulary learning was at its peak at the period of the Grammar-Translation Method but fell behind in the Audio- Lingual days and so "for a long time

vocabulary as a language skill, which was considered as a language sub-skill that develops in parallel with a major language skill, has attracted little investigation in second language acquisition research compared to grammar and phonology" (Aksungur, 2000, p. 170)

In addition to them, Pressley et al. (Pressley et al. & Woloshyn, 1995) complains about the inadequacy of the research about vocabulary and vocabulary learning strategies and also states that most of the vocabulary instruction of the teachers does not provide sufficient opportunities for students to use the words they are learning according to the research.

Brown explains this adequacy by stating Zimmerman's ideas:

> *While traditional language-teaching methods highlighted vocabulary study with lists, definitions, written and oral drills, and flash cards, there was a period of time when the teaching and learning of vocabulary were undervalued.*

He also adds that

> *"In the zeal for natural, authentic classroom tasks and activities, vocabulary focus was swept under the rug"* (Brown, 2001, p. 376)

It can be said that toward the end of the twentieth century, it is possible to see a revival of attention to vocabulary learning. Instead of vocabulary items as long and boring lists of words to be described and memorized, lexical forms have taken place in contextualized and meaningful language (Brown, 2001)

The status of lexis increased through the developments in lexical and linguistic theory and recognition of the role of multiword units in language learning. More central role for vocabulary was adopted. Several approaches to language learning which consider the vocabulary and lexical units as central in learning and teaching have been suggested like *The Lexical Syllabus* (Willis 1990), *Lexical Phrases and Language Teaching* (Nattiger & DeCarrico, 1992)and *The Lexical Approach* (Lewis, 1993)(Richards. & Rodgers, 2001)

Unlike grammar-based approaches, the lexical approach has emerged in recent years. It focuses on the development of learner's proficiency with lexis or words and word combinations (Moudraia, 2001) The focus of lexical approach is on the centrality of the lexicon to language learning and language use, especially multiword lexical units or "chunks" ((Richards, 1976). According to lexical approach, there is a difference

between vocabulary which is regarded as a number of individual words with fixed meanings and lexis which involves not only the single words but also the word combinations stored in mental lexicons (Moudraia, 2001). This shows that the lexical approach gives emphasis to vocabulary learning as both individual, high frequency words and word combinations (or chunks) (Thornbury, 2002). As Thornbury puts forward: "A lexical approach argues that meaning is encoded primarily in words" (Thornbury, 2002, p. 112).

Lewis (1993) highlights the importance of vocabulary by considering it as basic to communication. He challenges the traditional view in which language competence is limited to the foundation of grammatical structures.

Also, Lewis believes that language should be recorded in collocation tables, semantic maps and word trees instead of alphabetical order. In his opinion, successful communication is more significant than the production of accurate sentences. In addition to this, he suggests that the use of dictionaries should be extended to concentrate on word grammar and collocation range.

1.2. Statement of the Problem

Vocabulary learning is a difficult process, which usually takes place outside the classroom (Sökmen, 1997). However, in this significant and problematic part of language learning, learners are usually left alone and most of them do not know how to proceed. Their understanding of vocabulary learning strategies is usually limited to a few traditional vocabulary learning strategies like repetition (Schmitt, 1997).

This restricted notion may have two reasons: first, they may not be aware of the existence of many other strategies; second, they may not know how to benefit from these strategies. Besides, they may not be conscious enough to realize that vocabulary learning requires extra effort outside the classroom as any other aspect of foreign language learning. Therefore, it seems necessary to raise the consciousness of learners about vocabulary learning and to expand their repertoire of vocabulary learning strategies through strategy instruction. At the local level, the need for strategy training might be even more urgent, because in the Turkish EFL context learners are in general teacher-dependent (Sancar, 2001); Yumuk, 2002) and students do not know how to study on their own.

However, as language learning is a process in which the learner has to take out-of class responsibility on their shoulders, the need for Turkish students to be taught explicitly on learning to learn vocabulary is apparent.

1.3. Purpose of the Study

This study aims a giving a detailed information about both language learning strategies and the vocabulary learning strategies specifically. Before carrying out a survey on vocabulary teaching both the teachers and the students should be aware of the strategies that can be used in the language learning process. In the ESL classrooms in Turkey most of the vocabulary learning process takes place out of the classroom environment by means of rote memorization. Therefore this descriptive study was carried out to show the strategies that will make this difficult language learning process easy and long lasting by means of different strategies that can be used in different levels of language learning.

1.4. Significance of the Study

This study aims at providing a guide for teachers and students for better vocabulary learning. In Turkey students are not aware of the strategies that they can use during their second language learning process and they generally tend to write the unknown words on a paper and struggle to memorize them and of course they forget them easily after a short while. No matter how well they know the grammar rules the students cannot convey their message in the target language because of lack of necessary vocabulary knowledge. This study can be useful for teachers in terms of making them prepare materials that promote vocabulary learning. In addition if the students are taught VLS that they can use while learning a second language they can have the chance to select the strategies that they think to be helpful while learning new words instead of just rote memorizing the long word lists.

This study is also important because of searching the relationship between two school in terms of the students overall success not just English learning success as the previous researches by Gidey (2008). The success levels of the students are determined according to the results of the Placement Test which is applied to all 8^{th} grade students all over the country by the Ministry of Education in Turkey. In this study we mainly

aimed at seeing if students' English vocabulary learning strategies change when their needs have changed or stay same no matter how their learning aims have changed because now the two groups of the students are preparing for the English University Entrance Examination. In other words if there is a difference between the VLS that are used by the students' are the same or different in terms of the situation that they are in during this exam preparation process which both groups need learning new vocabulary items vitally.

1.5 Research Questions

The main objective of this study is to find out vocabulary learning strategies employed by two groups of students who are in different schools which are an Anatolian Teacher Training High School and Yeşilevler IMKB Anatolian High School. This study also aims to see if there is relationship between vocabulary strategy use and overall learning achievement.

The study aims to find an answer to following questions;

1. What are the rank orders most and least frequently used categories of strategies by students?
2. What are the most and least used Discovery and Consolidation strategies of the students' of two schools? What skills are used most frequently by the students' of the two schools?
3. Are there any differences in the use of vocabulary learning strategies of the students in terms of gender?

1.6 Limitations

This study is carried out with 60 students from two different schools at the same level (10^{th} grade) therefore the outcomes are restricted to these 60 students. If the number of the students had been more, more accurate results could have been given but because of time constraints and the places of the schools are too far from each other the study is applied to only 30 students in two schools.

Finally the responses of the students to the questionnaire may not reflect what the students really use they may just give the ideal answers. Thus, in order to minimize this problematic area, the teachers inform the students about the importance of their

answers and warn them to write what they really do while learning new vocabulary items.

CHAPTER 2
REVIEW OF LITERATURE

2.1 Vocabulary and Its Importance

Words are the building blocks in a language. By learning the lexical items, we start to develop knowledge of the target language. Based on our experience of being a language learner, we seem to have no hesitation in recognizing the importance of vocabulary in L2 learning. In River's (Rivers, 1968) opinion, language cannot be learned without vocabulary. To support this belief he says that *"language is not dry bones. It is a living, growing entity, clothed in the flesh of words"* (River, 1968, s. 162) He believes that vocabulary can be presented, explained and included in various activities. Regarding the importance of vocabulary, McCarthy (McCarthy, 1990) states that:

> *No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.*

Harmer (Harmer, 1993) also writes

> *"If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh."*

An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words (vocabularies) are used.

As for Krashen and Terrell (cited in (Aksungur, 2000, p. 170) "Acquisition will not take place without comprehension of vocabulary."

Akın and Seferoğlu (Akın & Seferoğlu, 2004) refer to Harmer's idea about vocabulary like this: "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (cited in (Akın & Seferoğlu, 2004, p. 1). As for Wallace, he states that "it is possible to have a good knowledge of how the system of a language Works and yet not to be able to communicate after a fashion" (cited in (Akın & Seferoğlu, 2004, p. 9).

Therefore, it may be claimed that the role of vocabulary in L2 learning is immediately recognized and implications for teaching from substantial research are in great demand.

2.2 Knowing a Vocabulary Item

Words do not exist as isolated items in a language. That is, words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening or reading or produce ideas successfully in speaking and writing. Richards (Richards, 1976, p. 83) produced a number of assumptions with regard to what the learner should know about L2 words in order to fully learn them.

The assumptions are as follows:

1. Native speakers continue to develop their vocabulary knowledge throughout their lives;
2. Knowing a word involves knowing the degree of probability of meeting that word in spoken or written texts;
3. Knowing a word involves knowing the limitations on the use of that word according to variation of function and situation;
4. Knowing a word involves knowing the syntactic behaviour associated with the word;
5. Knowing a word involves knowing the underlying form of a word and the derivations that can be made from it;
6. Knowing a word requires knowing the network of associations between that word and other words in the language;
7. Knowing a word involves knowing its semantic value; and
8. Knowing a word involves knowing many of the different meanings associated with it.

Carter (Carter, 1998, p. 5) also points out that knowing a word involves the following characteristics:

1. It means *knowing* how to use it productively and having the ability to *recall* it for active use, although for some purposes only passive knowledge is necessary and some words for some users are only ever known passively.
2. It means knowing the likelihood of encountering the word in either spoken or written contexts or in both.
3. It means knowing the syntactic frames into which the word can be slotted and the underlying forms and derivations which can be made from it.

4. It means knowing the relations it contracts to other words in the language and with related words in a L1 as well.

5. It means perceiving the relative coreness of the word as well as its more marked pragmatic and discoursal functions and its style-levels.

6. It means knowing the different meanings associated with it and, often in a connected way, the range of its collocational patterns.

7. It means knowing words as part of or wholly fixed expressions conveniently memorised to repeat — and adapt — as the occasion arises

Carter also points out that learning L2 vocabulary for receptive purposes requires using strategies that can help learners understand lexical items and store them in memory, whereas learning L2 vocabulary for production purposes relies on strategies which activate the lexical store to use items in contextually appropriate ways.

Nation (Nation, 2001, pp. 24-25) differentiates between receptive and productive aspects and applies the terms *receptive* and *productive* to vocabulary knowledge description covering all the aspects of what is involved in knowing a word. Form, meaning, and use are the three main parts at the most general level. Based on Nation's example "underdeveloped", knowing a word includes: (Nation I. P., 2001, p. 27)

Table 1 What is involved in knowing a word?

		What Is Involved in Knowing a Word?
Form:	spoken	R What does the word sound like? P How is the word pronounced?
	written	R What does the word look like? P How is the word written and spelling?
	word parts	R What parts are recognisable in this word? P What word parts are needed to express the meaning?
Meaning:	form and meaning	R What meaning does this word form signal? P What word form can be used to express this meaning?
	concepts and referents	R What is included in the concept? P What items can the concept refer to?
	associations	R What other words does this make us think of? P What other words could we use instead of this one?
Use:	grammatical functions	R In what patterns does the word occur? P In what patterns must we use this word?
	collocations	R What words or types of words occur with this one? P What words or types of words must we use with this one?
	constraints on use	R Where, when, and how often would we expect (register, frequency, etc.) to meet this word? P Where, when, and how often can we use this word?

Note: R= Receptive; P= Productive

2.3. Language Learning Strategies

It is important that the discussion of LLSs precedes that of VLSs because the former will allow us to better understand the theoretical and empirical background of VLSs, especially in respect of metacognitive strategies for learning L2 vocabulary. The strong relation between the general LLSs and the more specific VLSs lies in the fact that the majority of LLSs in the proposed taxonomies of LLSs are in fact VLSs or can be used to learn L2 vocabulary (Segler, 2001).

Researches about Language Learning Strategies (LLS) have been recognized since mid 1970s because the teacher centered classrooms have been replaced by student centered classrooms. These researches led to an interest about this subject and some scholars made different definitions of LLS that have evolved through the years as it can seen in the following table. (Takač., 2008, p. 51)

Table 2 Definitions of LLS

Source	Definition
Tarone (1981)	An attempt to develop linguistic and sociolinguistic competence in the target language.
Rubin (1987)	What learners do to learn and do to regulate their learning.
Chamot (1987)	Techniques, approaches or deliberate actions that students take in order to facilitate learning, recall of both linguistic and content information.
Wenden (1987)	The term refers to language behaviours learners engage in to learn and regulate the learning of L2, to what learners know about the strategies they use (i.e. strategic knowledge), and to what learner know about aspects of L2 learning.
Weinstein and Mayer (1986)	Behaviours and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process.
Oxford (1990)	Behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable.
Ellis (1995)	Generally, a strategy is a mental or behavioural activity related to some specific stage in the process of language acquisition or language use.
Ridley (1997)	Broadly speaking, the term strategy denotes procedures _which are sometimes conscious and sometimes unconscious_used by a person as a way of reaching a goal.

Cohen (1998)	Processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a L2, through the storage, recall and application of information about that language.
Purpura (1999)	Conscious or unconscious techniques or activities that an individual invokes in language learning, use or testing

It can be concluded from the definitions that LLS can be defined as specific actions, behaviors, steps or techniques that learners use (often deliberately) to improve their progress in development of their competence in the target language. In her teacher-oriented text, Oxford summarizes her view of LLS by listing twelve key features. In addition to the characteristics noted above, she states that LLS:

- allow learners to become more self-directed
- expand the role of language teachers
- are problem-oriented
- involve many aspects, not just the cognitive
- can be taught
- are flexible
- are influenced by a variety of factors. (Oxford R. , 1990, p. 9)

2.4 Classifications of Language Learning Strategies

Language Learning Strategies have been classified by many scholars (Wenden and Rubin 1987; O'Malley et al. 1985; Oxford 1990; Stern 1992; Ellis 1994, etc.). However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. In what follows, Rubin's (1987), Oxford's (1990), O'Malley's (1985), and Stern's (1992) taxonomies of language learning strategies will be handled:

2.4.1. Rubin's (1987) Classification of Language Learning Strategies

Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. (Rubin, 1987, pp. 15-30) These are:

- Learning Strategies
- Communication Strategies
- Social Strategies

2.4.1.1. Learning Strategies

They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- Cognitive Learning Strategies
- Metacognitive Learning Strategies

2.4.1.1.1. Cognitive Learning Strategies

They refer to the steps or operations used in learning or problem-solving those require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

2.4.1.1.2 Metacognitive Learning Strategies

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

2.4.1.2. Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with

some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

2.4.1.3. Social Strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practise their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987:23-27).

In this period, the emergence of metacognitive and cognitive categories approximately corresponded with Rubin's indirect and direct strategies. After Rubin's classification, O'Malley and Chamot's (1990) and Oxford (1990) classification emerged. Oxford (1990) took a step further and the comprehensive classification complete with her taxonomy of language learning strategies.

2.4.2. Oxford's (1990) Classification of Language Learning Strategies

Oxford (Oxford, 1990) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups.

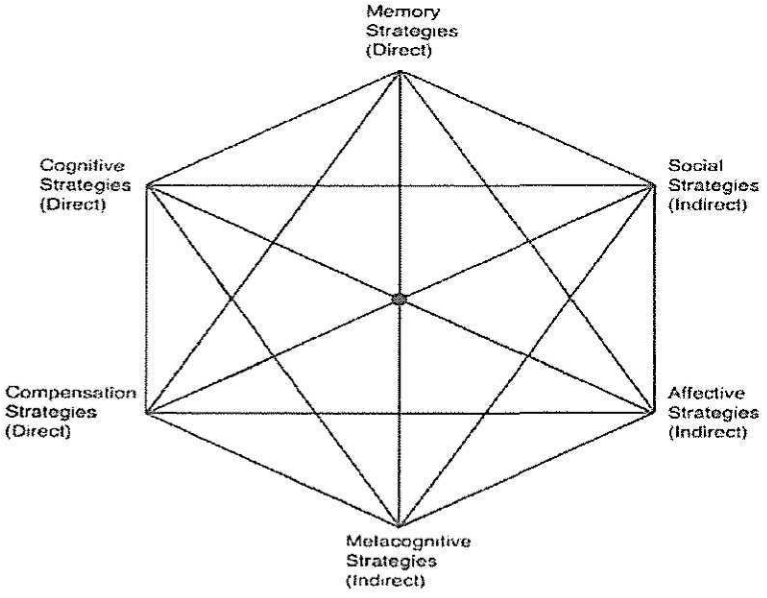


Figure 1. Interrelationships between Direct and Indirect Strategies and the Six Strategy Groups (Oxford R. , 1990)

2.4.2.1. Direct Strategies:

Language learning strategies which involve the target language directly are called direct strategies. Mental processing of the language is necessary for all direct strategies, but this process is accomplished differently and for different purposes (Oxford, 1990)

2.4.2.1.1. Memory Strategies

They are also called mnemonics. In ancient times before literacy, people used to use memory strategies to remember the necessary information. Memory strategies help learners to store verbal material and then retrieve it when needed for communication. Although memory strategies are very powerful, they are rarely used by the language students according to some researches. Memory strategies help learners to cope with the difficulty of vocabulary learning. They enable learners to store verbal material and then retrieve when needed for communication.

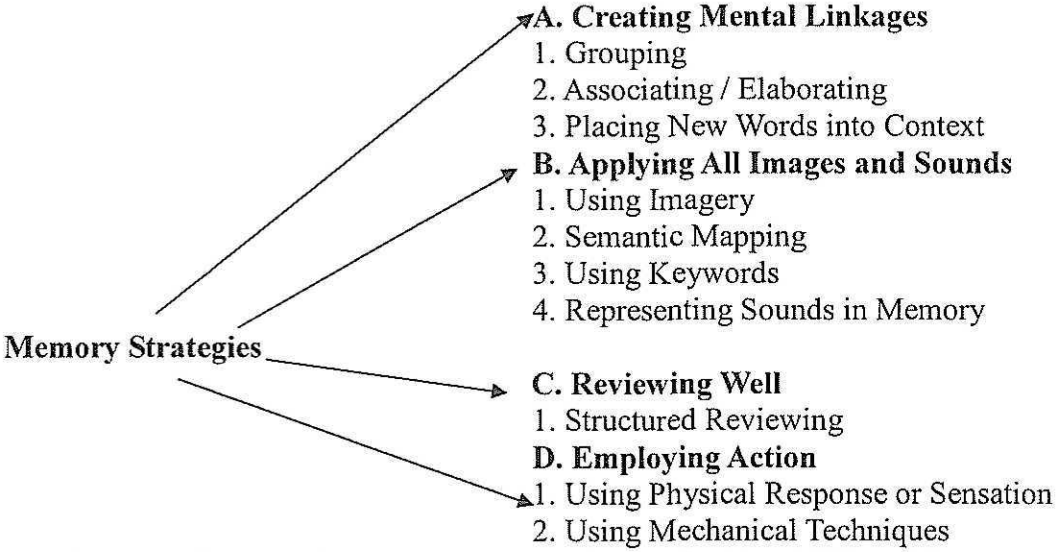


Figure 2. Diagram of the Memory Strategies (Oxford R. , 1990, p. 18)

2.4.2.1.2. Cognitive Strategies

Cognitive strategies involve manipulation or transformation of the target language by the learner. Depending on the difficulty of the language and other factors,

more practice is needed to reach acceptable proficiency, a goal which requires hundreds or even thousands of hours of practice during class. So, cognitive strategies are practical for language learning, because they enable learners to understand and produce new language by many different means, such as summarizing or reasoning deductively. There are four types of cognitive strategies: Practising, receiving and sending messages, analyzing and reasoning, creating structure for input and output.

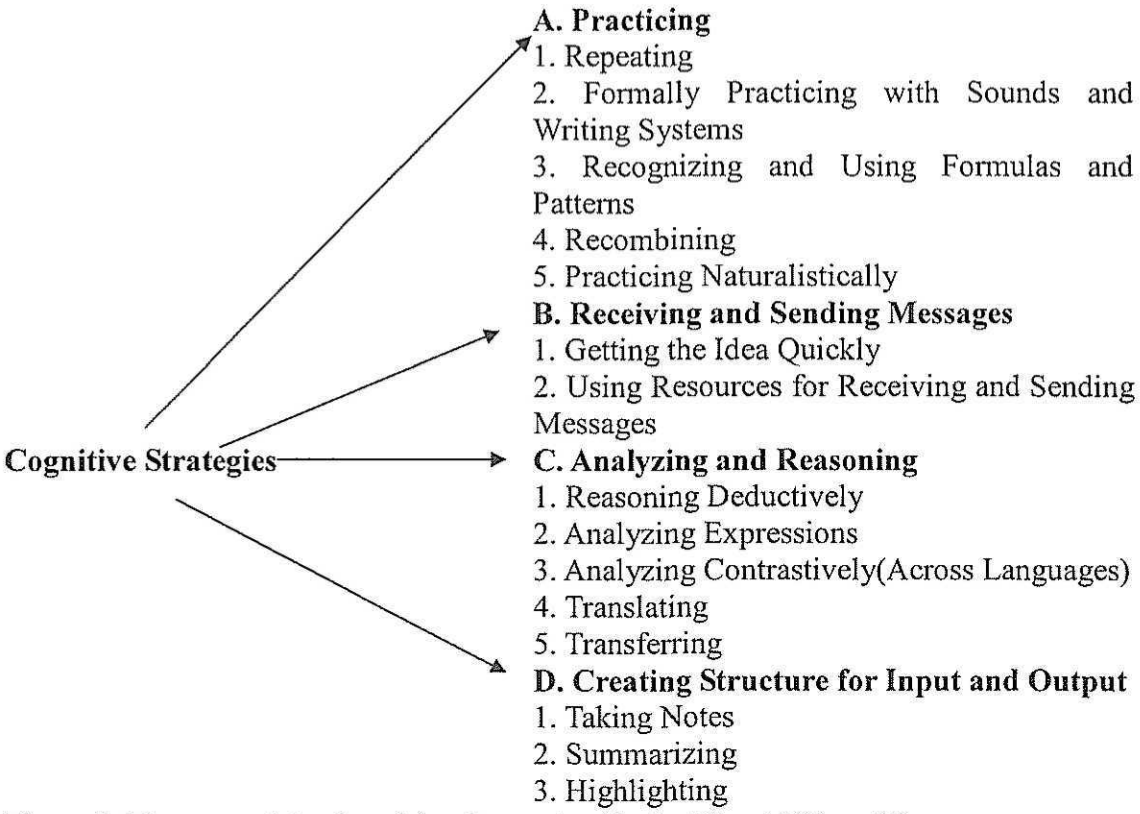


Figure 3. Diagram of the Cognitive Strategies (Oxford R. , 1990, p. 19)

2.4.2.1.3 Compensation Strategies

Compensation strategies help learners to use the new language for either comprehension or production in spite of limitation in knowledge. They enable learners to produce spoken or written expression in the new language with no complete knowledge. Despite limitations in knowledge, compensation strategies enable learners to use the new language for either comprehension or production. Many compensation strategies for production are used to compensate for lack of appropriate vocabulary, but these strategies can also be used to make up for a lack of grammatical knowledge. There

are two major compensations strategies: guessing intelligently in listening and reading, overcoming limitations in speaking and writing.

Below is the diagram indicating those clusters of the compensation strategies.

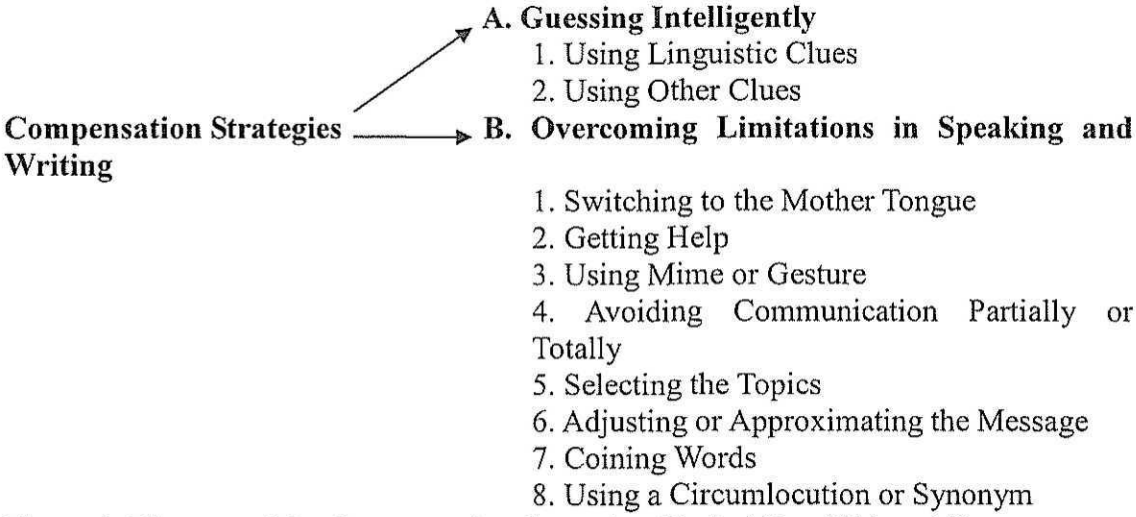


Figure 4. Diagram of the Compensation Strategies (Oxford R. , 1990, p. 19)

It can be seen that much of the recent work in this area has been underpinned by abroad concept of language learning strategies that goes beyond cognitive processes to include social and communicative strategies.

2.4.2.2. Indirect Language Learning Strategies

Indirect strategies are divided into metacognitive, affective, and social strategies. Metacognitive strategies allow learners to control their own cognition. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others. These are all indirect strategies which support and manage language learning without directly involving the target language.

2.4.2.2.1. Metacognitive Strategies

Metacognitive strategies are activities which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies are essential for successful language learning. Oxford (Oxford, 1990) asserts that sometimes language learners have problems in realistically

monitoring their errors, so these problems can be ameliorated by using the metacognitive strategies for self-monitoring and self-evaluating.

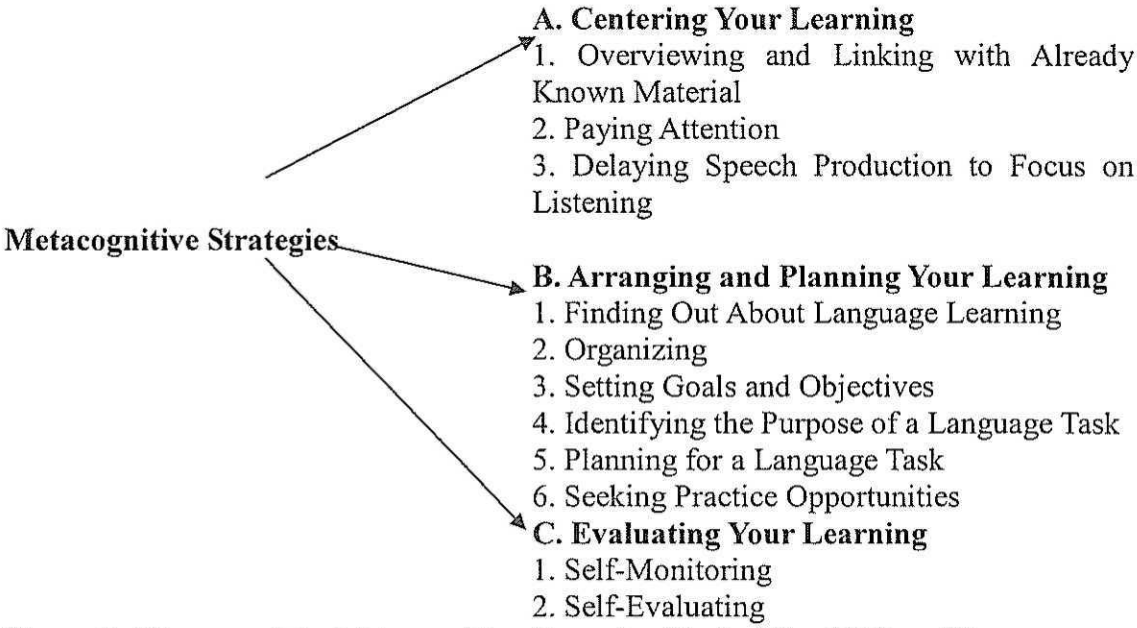
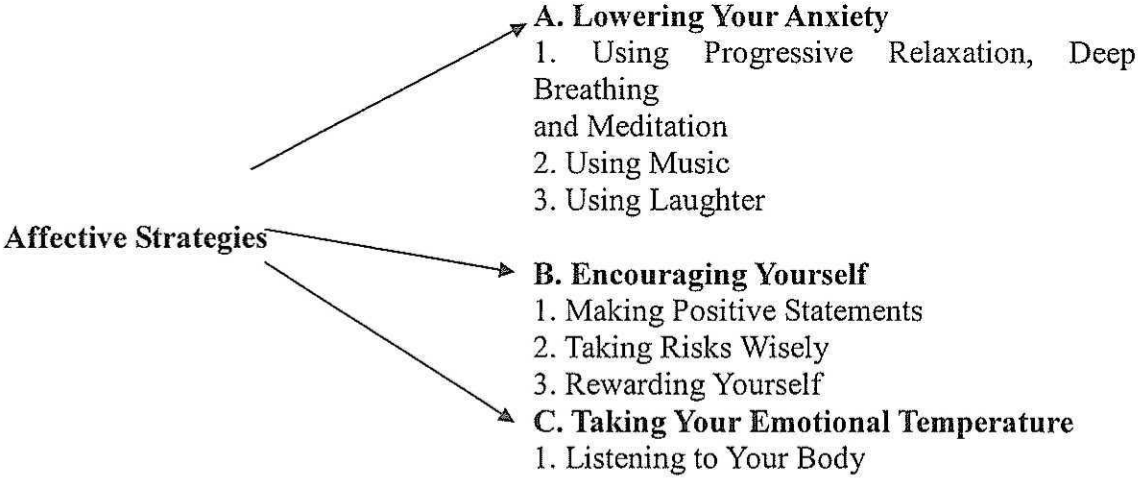


Figure 5 . Diagram of the Metacognitive Strategies (Oxford R. , 1990, p. 20)

2.4.2.2.2. Affective Strategies

The term 'affective' refers to emotions, attitudes, motivations, and values. Language learners can gain control over these factors through affective strategies. The affective side of the learner is probably one of the very biggest influences on language learning success or failure. "Good language learners are often those who know how to control their emotions and attitudes about learning" (Oxford, 1990, p. 140) Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language far more effective and enjoyable.



2. Using a Checklist
3. Writing a Language Learning Diary
4. Discussing Your Feelings with Someone Else

Figure 6. Diagram of the Affective Strategies (Oxford R. , 1990, p. 20)

2.4.2.2.3. Social Strategies

Language is a form of social behavior; it is communication, and communication occurs between and among people. There are three sets of social strategies: asking questions, cooperating with others, and emphasizing with others. The learner can ask the speaker to repeat, paraphrase, explain, slow down, and give examples for better understanding. All these are related to clarification or verification. Also the learner can ask someone for correction in a conversation.

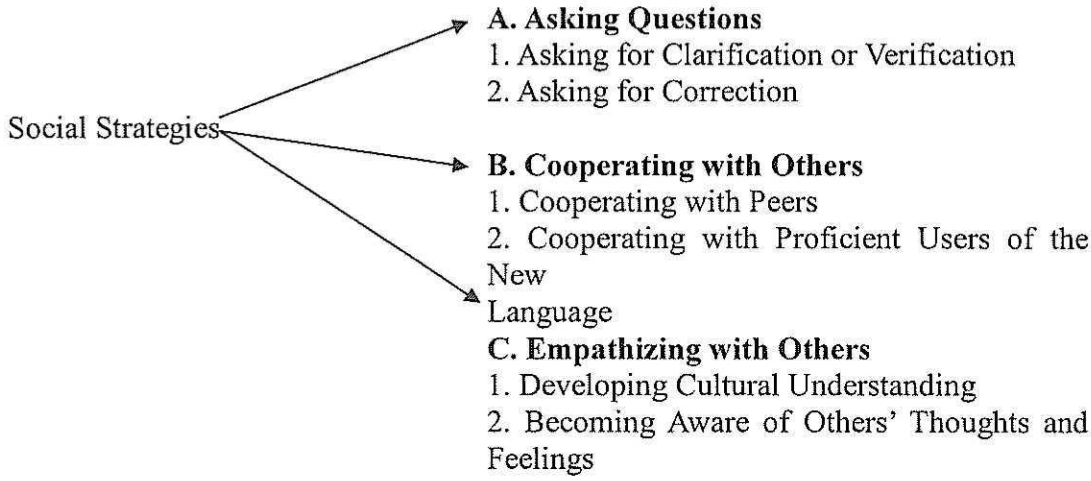


Figure 7. Diagram of the Social Strategies (Oxford R. , 1990, p. 21)

2.4.3. O'Malley's (1985) Classification of Language Learning Strategies

O'Malley et al. (O'Malley & Chamot, 1990, pp. 582-584) divide language learning strategies into three main subcategories:

- Metacognitive Strategies
- Cognitive Strategies
- Socioaffective Strategies

2.4.3.1. Metacognitive Strategies

It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

2.4.3.2. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

2.4.3.3. Socioaffective Strategies

As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies Socioaffective strategies are also defined as the social activities and transacting and working with others, in other words, interpersonal relationships. It is possible to include cooperation and question for clarification as the main socioaffective strategies (cited in Hismanoğlu, 2000; Saltuk, 2001; Şener, 2003).

2.4.4. Stern's (1992) Classification of Language Learning Strategies

According to Stern (1992:262-266), there are five main language learning strategies. These are as follows:

- Management and Planning Strategies
- Cognitive Strategies
- Communicative - Experiential Strategies

- Interpersonal Strategies
- Affective Strategies

2.4.4.1. Management and Planning Strategies

These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

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

2.4.4.2. Cognitive Strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring
-

2.4.4.3. Communicative - Experiential Strategies

Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern 1992:265).

2.4.4.4. Interpersonal Strategies

They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern 1992: 265-266).

2.4.4.5. Affective Strategies

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern, 1992, p. 266)

2.5. The Relationship between Language Strategy Use and Success

Learning strategies have recently become recognised as a major factor in language learning success (Wenden & Rubin 1987; O'Malley & Chamot 1990). Several models of mental processes and of second language acquisition (McLaughlin, 1987); (MacIntyre, 1994) propose that learning strategies appear to constitute one of the most important differences among individuals in L2 acquisition. However, it has been noticed that the relationship between strategy use and proficiency is very complicated, since strategy use does not bear a simple linear relationship to achievement in a second language (McDonough, 1995), and because the use of "Particular strategies might lead to proficiency, but proficiency might lead to use (or abandonment) of particular strategies" (Green & Oxford, 1995) In spite of such considerations, this relationship has been the focus of a growing body of research over the last twenty years. The findings of many studies (Politzer & McGroarty 1985; Ahmed 1989; Kojic-Sabo & Lightbown 1999)

suggest a strong relationship between the amount and type of strategy use and levels of success in language learning.

In strategy research, the relationship between learning strategies and success in language learning is usually considered with reference to the concept of the good language learner (e.g. Naiman et al. 1978; Rubin 1981; Ahmed 1989) or by crosssectional studies which attempt to identify the correlations between strategy use and achievement (e.g. Politzer 1983; Politzer & McGroarty 1985; Ramirez 1986; Lawson & Hogben 1996; Erten 1998). In the present study, the first approach has been chosen to investigate the issue of the relationship between vocabulary strategy use and success.

Moreover, research on language learning strategies in general has shown that a whole range of variables has to be borne in mind when assessing learners' strategies. Oxford (1989 & 1993) and Oxford and Crookall (Oxford & Crookall, 1990) listed several factors associated with strategy use, including the language being learned, age, sex, duration, degree of awareness, attitudes, motivation level, language learning goals, motivational orientation, personality characteristics, learning style, aptitude, career orientation, national origin, language teaching methods, and task requirements.

Nyikos and Oxford (Nyikos & Oxford, 1993) argue that the strategies learners choose and apply to foreign language learning depend on the interaction of situational factors which are external to the learner with a host of learner variables. In reflecting on the mediating role of strategies in the process of language learning, Ellis (Ellis, 1995) suggests that individual learner differences, together with social and situational factors, affect the learner's choice and use of learning strategies as can be seen in the figure below.

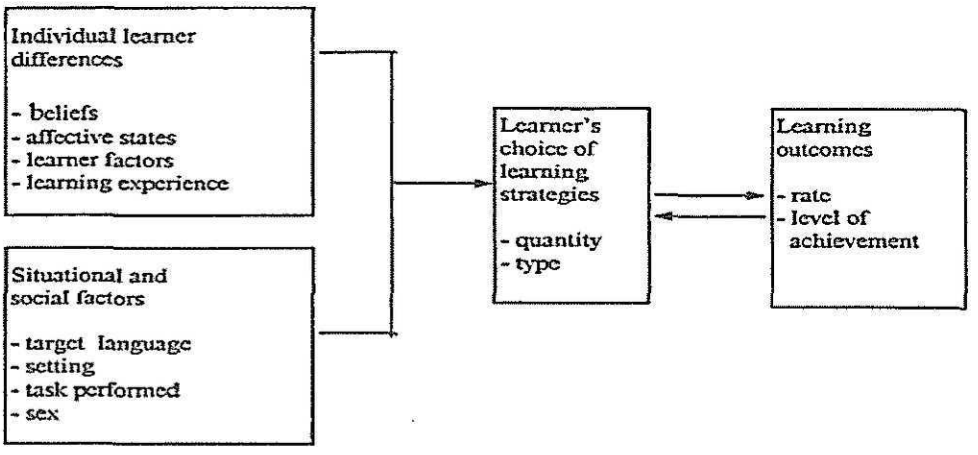


Figure 8 Ellis' Model of L2 acquisition rate level of achievement (Ellis, 1995, p. 13)

2.6. Second Language Learning and Motivation

Language learning motivation deals with several processes and it is hard to be measured. This section will investigate the role of motivation in second language learning and introduce the main theories relevant to the present study. These theories concentrate on second language learning motivation.

Garner and Lambert (Gardner & Lambert, 1972) point out that measuring motivational variables is difficult and due to the complexity and meaning of motivation in human operations studying motivation accurately is proved to be a challenging task. Motivation has also been seen as a part of individual differences which vary depending on the learner and this has caused even more problems in creating universal theories of motivation in second language learning.

One of the best-known theories of motivation is intrinsic versus extrinsic motivation (Dörnyei, 2001) Intrinsic motivation deals with behaviour performed its own sake in order to experience pleasure and satisfaction whereas extrinsic motivation involves performing behaviour as means to an end. Example of the former can be enjoying doing something whereas an example of the latter can be to receive a reward, for instance, good grades. (Dörnyei 2001)

Gardner's socio-educational model of L2 learning consists of five interrelated components: integrativeness, attitudes towards the learning situation, motivation, integrative orientation and instrumental orientation. However, Gardner also points out that these components are a part of individual differences of the language learner. (Gardner R. C., 1985.)

Furthermore, Gardner and Lambert have identified that there are two different motivational types; instrumental orientation and integrative orientation. Instrumental orientation deals with seeing the language as an instrument in, for example, getting ahead in working life. In contrast, if the student wishes to learn more about the other cultural community, perhaps aiming to become a member of that group, the orientation is integrative. (Gardner & Lambert, 1972)

Dörnyei (Dornyei, 2005) mentions that due to the social dimension of language learning can be in some sense separated from other school subjects and also the motivational factors behind the learning process can differ from those of other school subjects. Dörnyei mentions that the teacher's role in student motivation is complex but the

teacher can have an impact on the learners' motivation. (Dörnyei, 2001) The teacher's motivational influence, as well as parental influences and group motivation, is a part of social motivation. The factors affecting the learner are the personal characteristics of the teacher, teacher immediacy (the closeness between people), active motivational socialising behaviour which consists of modelling, task presentation and feedback/reward system. Furthermore, classroom management is also an important factor and it consists of setting and maintaining group norms and the teacher's authority. (Dörnyei, 2001)

2.7. Vocabulary Learning Strategies

While particular strategies are used by second language learners for the acquisition of new words in the second language are called 'vocabulary learning strategies' (Gu, 1994). Schmitt's (1997) definition of vocabulary learning strategies reflects Rubin's (1987) definition of learning process. Rubin (Rubin, 1987) views learning as "The process by which information is obtained, stored, retrieved, and used," (p:29). According to Schmitt (Schmitt, 1997, s. 203) "Vocabulary learning strategies could be any action which affects this rather broadly-defined process". Similarly, Cameron (2001:92) defines vocabulary learning strategies as "Actions that learners take to help themselves understand and remember vocabulary." Nation (Nation P. I., 1990, p. 217) says that, "Vocabulary learning strategies are language learning strategies which in turn are part of general learning strategies". Therefore, vocabulary learning strategies have great contribution to learn language successfully. They are the means that students use them to develop their vocabulary knowledge to solve their problems in language learning.

Hatch and Brown (1995:373) describe five essential steps of vocabulary learning strategies. These are:

- Having sources for encountering new words;
- Getting a clear image, whether visual or auditory or both, for the forms of the new word
- Learning the meaning of words;
- Making a strong memory connection between the forms and meanings of the words;
- Using the words.

Based on Schmitt's (Schmitt, 1997) research, Catalan (Catalan, 2003) discusses a more concrete and detailed definition of vocabulary learning strategies. Taking into consideration the ideas of different researchers such as Oxford, (Oxford R. , 1990); Rubin (1987); Schmitt (Schmitt, 1997); Wenden (1987), Catalan suggests the following using in the use of vocabulary learning strategies:

- to find out the meaning of unknown words
- to retain them in long-term memory
- to recall them at will, and
- to use them in oral or written mode ((Catalan, 2003)

.Whereas, language learning strategies (LLSs) are sub category of general learning strategies and vocabulary learning strategies (VLSs) are consider as a part of language learning strategies (Nation, 2001). Thus, if students have number of vocabulary learning strategies, they deal with these words on their own and as a result have access to large number of target language words (Nation, 2001 and Schmitt 2000). Therefore, an important part of a student's vocabulary development depends on the ability to use his/her own strategies of vocabulary learning strategies for coping with new vocabulary in written or spoken texts (Atkins .et al,1996). The main benefit gained from vocabulary learning strategies is the fact that they enable learners to take more control of their own learning so that students can take more responsibility for their vocabulary learning. (Nation I. P.,2001). Consequently, vocabulary learning strategies foster "learner autonomy, independence, and self direction" (Oxford R. , 1990, p. 29) Equipped with a range of different vocabulary learning strategies, students can decide upon how exactly they would like to deal with unknown words. A good knowledge of the strategies and the ability to apply them in suitable situations might considerable simplify the learning of new vocabulary for students. (Schmitt, 2007)

2.8. Taxonomy of Vocabulary Learning Strategies

Many language researchers have attempted to develop taxonomy of language learning strategies (Wenden and Rubin, 1987; O'malley et.al 1985; Oxford 1990; Stern 1992; Ellis 1994; Purpura, 1994; Schmitt 1997; Gu and Johnson, 1996; Nation 2001).

The research to date has tended to focus on vocabulary learning strategies rather than language learning strategies. Several studies have produced taxonomies of vocabulary learning strategies (Schmitt and Schmitt 1993; Schmitt, 1997; Nation, 2001;

Fan, 2003; and Gu, 2003). First, Schmitt and Schmitt (1993) divided learning vocabulary in to remembering a word and learning a new word. Secondly, GU (2003) classified second language (L2) vocabulary learning strategies as cognitive, metacognitive, memory and activation strategies. Thirdly, Schmitt (1997) improved vocabulary learning strategies based on Oxford (1990) into determination (not seeking another person's expertise) strategies, social (seeking another person's expertise) and though the remembering category comprises social, memorization, cognitive and metacognitive strategies. Finally, Fan (2003) who refined Gu (2003)'s classification, categorized vocabulary learning strategies into a "primary category" which contains dictionary strategies and guessing strategies as well as, "remembering category" which integrates repetition, association, grouping, analysis and known words strategies.

2.8.1. Vocabulary Learning Strategy Classification by Schmitt

The first classification dimension proposed by Schmitt (1997) was adopted from Oxford, who grouped strategies, as mentioned earlier, into six categories, namely: social (SOC), memory (MEM), cognitive (COG), meta-cognitive (MET), compensation (COM), and affective. Schmitt instituted another category (determination – DET), in order to answer for the case where definitions of new words are recognized without resorting to other's people expertise. These additional strategies introduced by Schmitt seem to be approaching equivalent to the guessing intelligently in listening and reading, part of Oxford's compensation strategies. As Schmitt notes, his taxonomy is based on different sources. These include: (1) examining a number of reference books and textbooks; (2) asking Japanese intermediate level students to write a report about how they study English vocabulary; (3) then asking their teachers to review the preliminary list and add any other strategies that they thought of; and (4) subsequent reading, introspection and conversations with other teachers The investigator identified the strategies which learners use to discover denotation of new words when they first encounter them (discovery strategies – DISCOV) from the ones they use to consolidate meanings when they confront the words again (consolidation strategies – CONS). The former group of strategies combines determination and social strategies, and the latter comprises social, memory, cognitive, and meta-cognitive strategies. Schmitt (1997) interpreted each strategy as follows: determination strategies are used "when faced with discovering a new word's meaning without recourse to another's person

expertise"(p.205); social strategies are used to understand a word "by asking someone who knows it" (p.210); memory strategies are "approaches which relate new materials to existing knowledge" (p. 205). The definition of cognitive strategies was adopted from Oxford (1990) as "manipulation or transformation of the target language by the learner"(p. 43). Finally, meta-cognitive strategies are defined as "a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best way of study" (p. 205).

Schmitt (1997: 207-208) categorized vocabulary learning strategies into six main groups with 58 individual strategies in total:

DISCOV-DET: Determination strategies are used "when faced with discovering a new word's meaning without recourse to another persons expertise" (p.205). Analyzing parts of speech, analyzing affixes and roots, checking for L1 cognate, analyzing pictures and gestures, guessing from textual context, using bilingual dictionary, using monolingual dictionary, using word lists, and using flash cards are subcategories of discovery strategy.

DISCOV-SOC: Social strategies are used to understand a word "by asking someone who knows it" (p.210) or asking teacher for L1 translation, asking teacher for paraphrase or synonym

of new word, asking teacher for a sentence including new word, asking classmates for meaning and discovering new meaning through group work activity, asking teacher for L1 translation.

CONS-SOC: study and practice meaning in a group, teacher checks students flashcards or word lists for accuracy, interact with native speakers.

CONS-MEM : study word with a pictorial representation of its meaning, image words meaning, connect word to a personal experience, associate the word with its coordinates, connect the word to its synonyms and antonyms, use semantic maps, use scales for gradable adjectives, pegword method, loci method, group words together: to study them spatially on page, use new word in sentences, group words together within a storyline, study word spelling, study sound of word, say word aloud, image of word form, underline initial letter, configuration, use keyword method, affixes and roots/parts of speech, paraphrase word meaning, use cognates in study, learn words of an idiom together, use physical action, use semantic feature grids.

CONS-COG: Cognitive strategies identify as "manipulation or transformation of the target language by the learner" (p. 43). They include verbal/written repetition, using

word lists, using flash cards, note-taking, using vocabulary section in textbooks, listening to tape of word lists, putting L2 labels on physical objects, keeping vocabulary notebook

CONS-MET: Schmitt identifies metacognitive strategies as "a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best way of study" (p. 205). Using L2 media, testing oneself with word tests, using spaced word practice, skipping/passing new word, and continuing to study word over time are micro strategies of Metacognitive strategies category.

The following is the strategy inventory offered by Schmitt (1997):

STRATEGIES FOR THE DISCOVERY OF A NEW WORDS MEANING

• **Determination Strategies (DET)**

- Analyse part of speech;
- Analyse affixes and roots;
- Check for L1 cognate;
- Analyse any available pictures or gestures;
- Guess meaning from textual context;
- Use a dictionary (bilingual or monolingual)

• **Social Strategies**

- Ask teacher for a synonym, paraphrase, or L1 translation of new word;
- Ask classmate for meaning

STRATEGIES FOR CONSOLIDATING A WORD ONCE IT HAS BEEN ENCOUNTERED

• **Social Strategies**

- Study and practise meaning in a group;
- Interact with native speaker

• **Memory Strategies**

- Connect word to a previous personal experience;
- Associate the word with its coordinates;
- Connect the word in its synonyms and antonyms;
- Use semantic maps;
- Image word form;
- Image words meaning;
- Use Keyword Method;
- Group words together to study them;

- Study the spelling of a word;
- Say new word aloud when studying;
- Use physical action when learning a word

• **Cognitive Strategies**

- Verbal repetition;
- Written repetition;
- Word lists;
- Put English labels on physical objects;
- Keep a vocabulary notebook

• **Metacognitive strategies**

- Use English-language media (songs, movies, newscasts, etc.);
- Test oneself with word tests;
- Skip or pass new word;
- Continue to study word over time

2.8.2. Vocabulary Learning Strategy Classification by Stoffer

Another investigation of vocabulary learning strategies as a whole was conducted by Stoffer (1995), who developed a Vocabulary Learning Strategy Inventory (VLSI) containing slightly fewer items than Schmitts taxonomy. Stoffer clustered Vocabulary Learning Strategies into nine categories:

- strategies involving authentic language use
- strategies used for self-motivation
- strategies used for organize words
- strategies used to create mental linkages
- memory strategies
- strategies involving creative activities
- strategies involving physical action
- strategies used to overcome anxiety
- auditory strategies

2.8.3. Vocabulary Learning Strategy Classification by Nation

Other notable classification scheme has been proposed by Nation (2001:218). Nation devises taxonomy for L2 VLSs which is based on three aspects of L2 vocabulary learning: (1) aspects of vocabulary knowledge, (2) sources of vocabulary knowledge, and (3) learning processes. Nation (2001:218) categorized vocabulary learning strategies into three general classes:

Planning: choosing what to focus on and when to focus on it.

- choosing words
- choosing the aspects of word knowledge
- choosing strategies
- planning repetition

Sources: finding information about words.

- analyzing the word
- using context
- consulting a reference source in L1 and L2
- using parallels in L1 and L2

Processes: establishing knowledge.

- noticing
- retrieving
- generating
-

2.8.4. Vocabulary Learning Strategy Classification by Gu and Johnson

Finally, Gu and Johnson (Gu & Johnson, 1996) created a taxonomy on the basis of the responses to their self-reporting questionnaire. Nation (Nation, 2001) states that Gu and Johnsons comprehensive study reveals some messages for teachers and learners, three of which are as follows:

1. Some of the strongest correlations in the study involved learners making decisions about what vocabulary was important for them. Relating learning to personal needs and goals is at the centre of taking responsibility for learning.
2. Memorization is only useful if it is one of a wide range of actively used strategies. It should not be the major means of learning.

3. There is a wide range of strategy options to draw on, and learners draw on these with varied success and skill. Learners could benefit from being made aware of these strategies, how to use them well, and how to choose between them. (Nation, 2001, p. 227)

The researchers identified six types of strategy (Gu & Johnson, 1996, pp. 650-651)

Guessing Strategies

- Using background knowledge/wider context.
- Using linguistic cues/immediate context.

Dictionary Strategies

- Dictionary strategies for comprehension.
- Extended dictionary strategies.
- Looking-up strategies.

Note-taking Strategies

- Meaning-oriented note-taking strategies.
- Usage-oriented note-taking strategies.

Rehearsal Strategies

- Using word lists.
- Oral repetition.
- Visual repetition.

Encoding Strategies

- Association/Elaboration.
- Imagery.
- Visual encoding.
- Auditory encoding.
- Using word-structure.
- Semantic encoding.
- Contextual encoding.

Activation strategies

- Memorizing lists of facts by linking them to familiar words or numbers by means of an image.
- Remembering lists by picturing them in specific locations.
- Establishing an acoustic and image link between an L2 word to be learned and a word in L2 that sounds similar.

2.8.5. Vocabulary Learning Strategy Classification by Weaver and Cohen (1997)

Weaver and Cohen (Weaver & Cohen) classified learning strategies for acquiring vocabulary which include:

Category 1: Categorisation:

• Categorise vocabulary items according to meaning,

• Categorise vocabulary items according to part of speech,

• Categorise vocabulary items according to formal vs. informal language forms,

• Categorise vocabulary items according to alphabetical order, or types of clothing or food;

Category 2: Keyword mnemonics:

• Find a native-language word or phrase with similar sounds,

• create a visual image that ties the word or phrase to the target-language word;

• Learn pato in Spanish by selecting the similar-sounding English word pot

• Create a mental image of a duck with a pot on its head);

Category 3: Visualisation:

• Learn vocabulary items through mental images, photographs, charts, graphs, or the drawing of pictures;

Category 4: Rhyme/rhythm:

• Make up songs or short ditties;

Category 5: Language transfer:

• Use prior knowledge of native, target, or other language structures;

Category 6: Repetition:

• Repeat words over and over to improve pronunciation or spelling,

• Try to practise the words using all four language skills:

- write new sentences,

- make up stories using as many new words as possible,

- read texts that contain those new words,

- purposely use the words in conversation and listening for them as they are used by native speakers

These vocabulary acquisition strategies were excerpted from Weaver and Cohen (1997) study, "Strategies-Based Instruction: a Teacher-Training Manual". Weaver and Cohen (Weaver & Cohen) classified strategies for acquiring vocabulary into six main categories as the Categorisation, Keyword mnemonics, Visualisation,Rhyme/Rhytm,

Language Transfer, and Repetition. These strategies were found to share similar characteristics of words in terms of word meaning, word form, and word use like other researcher

Generally, even though the taxonomies cited above may slightly differ in terms of strategies they categorize, they all provide a list of widely applicable vocabulary learning strategies. There are many words on which teachers may not be able to spend time within the class time limits. Thus, if students are equipped with a number of the strategies mentioned in the taxonomies, they can deal with these words on their own and as a result have access to a large number of target language words.

2.9. Researches on Vocabulary Learning Strategies Conducted In Other Countries

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
Brown and Perry (BROWN & PERRY, 1991)	NNSE learning	EFL	HEP and LEP students	-Tertiary Experiment Recognition and cued recall instruments	1. Keyword 2. Semantic 3. Keyword – semantic
	Result: Cued-recall results immediately after treatment revealed that the keyword method facilitated vocabulary acquisition for lower –proficiency students. The delayed results for both the recognition and cued-recall tests suggested that the combined keyword-semantic strategy increased retention above the other strategies				
Researcher	**Language Learners(LL)**	**Focus of Study**	**Educational Level**	**Method of Data Collection**	**Investigated Variable**
Sanaoui (Sanaoui, 1995)	NNSE learning ESL and French as L2 (FSL)	- Beginning LLs – Advanced LLs	Adult	-4 case studies of NSE learning ESL and 8 case studies of NSE learning FSL	-Structured learning approach – Unstructured learning approach
	Result: Language learners who had a structured learning approach were more successful in retaining vocabulary taught in their classes than those who had an unstructured learning approach, and that a structured approach was found to be more effective than an unstructured approach for both beginning and advanced learners.				

	Learners (LL)	Study	Level	Data Collection	Variable
Schmitt (Schmitt, 1997)	NNSE learning EFL	Overall VLS use	-Lower and Upper secondary - Tertiary-Adults	VLSQ –	No variables focused

Result: The most-used strategies for the discovery of a new words meaning were bilingual dictionary, guess from textual context, and ask classmates for meaning. The least-used strategy in this category was 'check for L1 cognate'. The most-used strategies for the consolidating a word once it has been encountered comprise verbal repetition, written repetition, study the spelling, say new word aloud, take notes in class, study the sound of a word, and word lists. The least-used strategies in this category were use physical action, use cognates in study, use semantic maps, teachers check flash and cards for accuracy. Bilingual dictionary, written repetition, verbal repetition, say a new word aloud, study a words spelling, and take notes in class are all strategies which learners already use and believe beneficial.

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
Gu and Johnson (Gu & Johnson, 1996)	NNSE learning EFL	Overall VLS use	-Tertiary	VLSQ –	Outcomes in learning English

Result: A wide variety of VLSs were reported being employed. Self-Initiation and Selective Attention, two metacognitive strategies, emerged as positive predictors of College English Test (CETBand2) scores. Contextual guessing, skilful use of dictionaries, note-taking, paying attention to word formation, contextual encoding, and activation of newly learned words also positively correlated with the two test scores. Visual repetition of new words was the strongest negative predictor of both vocabulary size and general proficiency. Strategies aiming at vocabulary retention only related more to vocabulary size than to English proficiency. These strategy combinations, rather than individual strategies, may have made the difference in the participants learning.

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
Kudo (Kudo, 1999)	-NNSE learning English as FL	-Overall VLS use	-Upper secondary	-Survey: VLSQ	-No variables focused

Result: Participants in this study did not actively use strategies. They did not use strategies for learning vocabulary because they might not have known about these strategies.

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
Gu (Gu Y. , 2002)	-NNSE learning EFL	-Overall VLS use	-Tertiary - VLSQ	-Vocabulary size tests	-General Proficiency Measure - Gender; - Academic major

	Result: Female students significantly outperformed their male counterparts in both a vocabulary size test and a general proficiency test. Female reported significantly more use of almost all vocabulary learning strategies that were found to be correlated with success in EFL learning. Academic major was found to be a less potent background factor. Science students slightly outperformed arts students (though insignificantly) in vocabulary size, but arts students significantly outperformed science students on the general proficiency test.				
Researcher	**Language Learners (LL)**	**Focus of Study**	**Educational Level**	**Method of Data Collection**	**Investigated Variable**
Catalan- (Catalan, 2003)	-NNSE learning Basque and English as L2	-Overall VLS use	-Tertiary –	VLSQ (translated into Spanish	Gender
	Result: Males and females differ significantly in the number of strategies used. Regarding the range of vocabulary learning strategies, eight out of ten most frequent strategies are shared by males and females. Differences of total vocabulary learning strategies were reported using between males and females.				
Researcher	**Language Learners (LL)**	**Focus of Study**	**Educational Level**	**Method of Data Collection**	**Investigated Variable**
Fan (Fan, 2003)	-NNSE learning EFL	-Overall VLS use	-Tertiary	-A vocabulary test- VLSQ	English language proficiency -Age -Language spoken at home
	Result: The students reported that they only sometimes used vocabulary learning strategies although they considered them useful. Strategy used most often and perceived as most useful was the use of dictionary. Strategy used least often and perceived as least useful was the keyword technique.				
Researcher	**Language Learners (LL)**	**Focus of Study**	**Educational Level**	**Method of Data Collection**	**Investigated Variable**
Zarafshan (2002)	Iranian EFL learners	Overall VLS use	Upper intermediate	VLSQ	metacognitive strategies
	Result: Zarafshan found that curriculum design doesnt promote collaborative and social learning. Opportunities for using metacognitive strategies have not been provided in educational institutions. Furthermore, formal approach is communicative approach, but it is not really practiced. Both learners and teachers are interested in traditional approach in which the teacher is the centre of learning. The teacher provides all materials and students only follow the teachers instructions. Thus, there is no room for learning through discussion and applying social strategies. Zarafshan study revealed that more sophisticated strategies including memory and cognitive strategies (psycholinguistic strategy) were most preferred whereas the use of metacognitive and social (metacognitive strategy) were least frequently used				

2.10. Researches on Vocabulary Learning Strategies Conducted In Turkey

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
Aktekin and Güven (2007)	learners and teachers	Vocabulary learning strategies	Intermediate-advance	experimental research on study and control groups.	effect of strategy training on students. vocabulary knowledge
	Result: They applied their research on study and control groups. Only the study group received vocabulary learning strategies instruction. They got the result that vocabulary learning instruction in study group had significant positive effect on the vocabulary learning of students..				

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
Erten and William (2008)	international students of "English for Academic Purposes"	measuring the effectiveness of vocabulary learning strategies	intermediate to advanced level	pre-test and post-test	statistical procedures
	Result:The study indicates that investigating strategy effectiveness can generate more useful results in order to better explore the effectiveness of different strategies. Therefore, further studies incorporating such tasks are needed to further our understanding of vocabulary learning strategies. It could be more fruitful in such studies to threat the effectiveness of vocabulary learning strategies on individual cases of learning				

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
Ciftci and Uster (Çiftçi & Uster, 2009)	University students in Turkey	VLS	intermediate level	vocabulary test post-test	teaching words by providing only the word definitions teaching vocabulary in discourse and context
	Result: The results revealed that there is not a statistically significant difference in post-test scores of the two groups. As a result, presenting the target vocabulary items in context and by definitions does not affect students overall performance.				

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
Üster (Uster, 2008)	200 students attending the Preparatory Program at TOBB University of Economics and Technology.	Vocabulary learning strategies Biology of male and female brain	intermediate	experimental pre-test/post-test Questianaire	- relationship between the differences of the male and female brain and vocabulary learning strategies of male and female students
	Result: As the result of this study, it has been found out that females use more variety of strategies than males. Females have been found to employ determination, social, and cognitive strategies more frequently than males while males employ memory strategies more than females. In addition, there was not a statistically significant difference between the use of metacognitive strategies of male and female participants.				

Researcher	Language Learners (LL)	Focus of Study	Educational Level	Method of Data Collection	Investigated Variable
TILFARLI-OĞLU and TORUN (Tılfarlığlu & Torun, 2012)	One hundred pre-intermediate preparatory class students	teaching vocabulary learning strategies to learners explicitly	intermediate	experimental pre-test/post-test pre-queationnaire/post-questionaire	-use of vocabulary learning strategies. -vocabulary proficiency
	Result: An overall analysis of the present study suggested that the hypothesis that the learners would benefit from direct vocabulary learning strategies instruction issupported by the data to be true. Although for some items in the questionnaire there was little difference in terms of frequency of strategy use for the experimental group after treatment, when compared to the control group, it is seen that the experimental group employed more vocabulary learning strategies and they used the strategies more commonly. Considering that the experimental group did better in the post-proficiency test, it can be claimed that there is a relationship between strategy use and vocabulary				

CHAPTER III
METHODOLOGY

This chapter gives information about the overall design of the study, the setting and the subjects, the data collection tools and procedures, and the analysis of the obtained data.

3.1. Design of the Study

This study has been an attempt to investigate the learning strategies of EFL students whose native language is Turkish. The study has been carried out on two groups of learners. The participants were provided with a questionnaire adapted from Schmitt and McCarthy's (Schmitt & McCarthy, 1997) study, which was also used by Catalans (Catalan, 2003) in her research.

3.2. Participants

60 students took part in this study from two different schools whose success levels are different from each other according to the Placement Test carried by the Ministry of Education to the students all over the country. 30 students from each school are asked to give correct answers to the questions of the questioner. These students are chosen deliberately in order to see if there is a relationship between the students overall success and the strategies that they choose while learning new vocabulary items in the target language. In other words we want to see if the students of a more successful school and the students of a less successful school (according to the results of the Placement Test scores of the year 2011) are using the same or the different vocabulary learning strategies.

Table 3 Base Ratings Of the Schools İn Gaziantep In 2010-2011: (NKFU, 2012)

İl Adı	İlçe Adı	Kontenjan Adı	Kont Sayı	Taban Puan	Tavan Puan	Yüzdelik Dilim
GAZİANTEP	ŞEHITKAMIL	Abdülkadir Konukoğlu Anadolu Öğretmen Lisesi	120	453,372	475,220	3,99
GAZİANTEP	ŞAHINBEY	Yeşilevler IMKB Anadolu Lisesi	210	374,113	413,066	23,36

When it comes to the background of the students, they were mainly graduates of the elementary state schools in Gaziantep. Most of them received English language instruction in secondary school but according to the students comment they have had difficulties while learning new vocabulary items in a foreign language. They are 10^{th} grade English Language Education department students and have to deal with lots of unknown words during their English learning process.

3.3. Research Questions

This study intended to answer the following research questions.

1. What are the rank orders most and least frequently used categories of strategies by students?
2. What are the most and least used Discovery and Consolidation strategies of the students of two schools? What skills are used most frequently by the students of the two schools?
3. Are there any differences in the use of vocabulary learning strategies of the students in terms of gender?

3.4. Instrument

In this research, one instrument was employed. The instrument is a questionnaire that aimed to identify the vocabulary learning strategies of the participants. The questionnaire has been adapted from Catalan (Catalan, 2003) who used the Spanish version of this questionnaire in her study. Catalan (2003) designed this questionnaire from the information reported by Schmitt and McCarthy (Schmitt & McCarthy, 1997)The instrument was translated into Turkish so that there is not a place for any kind of misunderstanding for the students that could influence the results of the research.

The questionnaire contains vocabulary learning behaviours divide up into Metacognitive and Cognitive, Memory, Determination and Social Strategies. It includes two sections.

The first section asks about Personal Data (name, age, and sex). Section 2 includes statements that ask about students□ beliefs and preferences in employing vocabulary learning strategies.. In response to the questionnaire, subjects were asked to rate each statement on a five-point scale from Strongly Agree (1) to Strongly Disagree (5).

In the second section there are 60 statements related to the strategies of vocabulary learning and consolidation. The first 14 statements are related to vocabulary learning strategies while the next 46 statements are related to vocabulary consolidation strategies. Each item provides the subjects with a statement about their ways of discovering the meaning of a word that they do not know or consolidating the learning of a word after discovering its meaning.

At the end of the questionnaire, the students are asked to write down any other strategies that are not included in the questionnaire but they are using. The participants were expected to respond to the items in the questionnaire in terms of how often they are using these strategies because when they are asked to give answers according to agreeing and disagreeing, the students may say that they agreed or strongly agreed to all the strategies in the questionnaire. Thus the students are warned about giving their answers according to how often they are using these strategies.

3.5. Reliability

These studies determined whether the questions were clear and unambiguous, and whether the questions were easily and fully understood by the participants. The reliability coefficient in Uster's (Uster, 2008) study was .782 and in current study is .895. According to the reliability analysis, if the value of Cronbach's Alpha is between .80 and .90 the instrument has proved highly reliable as seen in the following table.

Table 4 Internal consistency using Cronbach's alpha (Cronbachs alpha)

Cronbach's alpha	**Internal consistency**
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.8 \leq \alpha < 0.9$	Good (Low-Stakes testing)

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
,895	59

3.6. Data Collection Procedure

A total of 60 students participated in the study by means of Vocabulary Learning Strategies Questionnaire. The questionnaire was administered to the groups in 45 minutes. Then they were collected by the teachers of the sessions and the data were analyzed through statistical research on SPSS. The responses of the students were classified and the scores of the strategies used by students were identified through t-test analysis.

3.7. Data Analysis

Data from the participants' responses to the questionnaire were analyzed through SPSS (statistical package of social science) programme. The data gathered from Likert scale items (1= Strongly Agree, 2= Agree, 3= Neutral or Undecided, 4= Disagree, 5= Strongly Disagree) were analyzed by using descriptive statistics (percentage, mean, Standard deviation), Descriptive statistics (mean and standard deviation) was conducted to the questionnaire items, in order to clarify students' preferences in vocabulary learning. Moreover, t-test (SPSS program) was used to see if there is a statistical significant difference between high and low achievers and males and females in using vocabulary learning strategies in each sub category level.

Discussions of the findings are based on the mean values of the scores got by the students on overall strategies, strategy classes and strategy groups. Firstly they are put in the ranges of the frequency of the strategy use and categorized into three levels-high, medium and low-which is based on the scoring system suggested by Schmitt (Schmitt, 1997) and Oxford (Oxford R. , 1990). In the following part, mean value scores of the students are calculated and students overall strategy preferences are determined and the scores of the students are compared by means of Descriptive Studies and Independent Tests. In the last part, students' scores are compared in relation to gender in order to see if there is a difference between the scores of male and female students.

Table 6 Scoring system suggested by Schmitt (1997)

High	4.5-5.0 3.5-4.4	always or almost always used often used
Medium	2.5-3.4	sometimes used
Low	1.5-2.4 1.0-1.4	seldom used never or almost never used

CHAPTER IV
RESULTS AND DISCUSSIONS

4.1 Introduction

This study aims at finding out the most and least frequently used strategies of the students of two different high schools in Gaziantep. Students' responses are gathered through a questionnaire which is based on Schmitt's (Schmitt, 2007) categorization covering overall 59 strategies. The strategies are categorized under two headings as Discovery Strategies and Consolidation Strategies. The data collected was analyzed with SPSS programme by using Frequency and Descriptive Analysis and then T-Test was applied to the data to compare the two students group by means of school and gender. Thus in this part, the findings of these analysis will be presented and the following hypothesis will be discussed according to the data depending on the students responses.

1. The students are mostly medium level strategy users
2. The strategies which the students of a more successful school use may vary in the students of a less successful school
3. The strategies that male and female students are using can be different from each other.

4.2 Summary of the Questionnaire, Results and Discussions

In this part the results of questionnaire and the responses to the all questions of study with their tables will be presented.

4.2.1 Vocabulary Learning Strategies Frequency of Use

The descriptive statistics including frequencies, percentages, means and standard deviations were carried out in order to examine the use of VLSs and the findings of vocabulary learning strategies questionnaire are summarized in the following tables.

4.2.1.1 The Rank Order of the Most and the Least Frequently Used Categories of Strategies

In order to determine the frequency of strategies preferences, the below part shows the ranges of the most and the least frequently used vocabulary learning strategies categories.

Table 7: Descriptive Statistics for the Rank Order of the Most and the Least Frequently Used Categories of Strategies

	N	Mean	Std. Deviation	Rank	Strategy Use
metacognitive	60	2,6625	,63375	1	Medium
social	60	2,5300	,59952	2	Medium
memory	60	2,4586	,50138	3	Low
cognitive	60	2,4303	,64039	4	Low
determination	60	2,3767	,49724	5	Low
Valid N (listwise)	60				

According to Oxfords (1990) classification, the range of 3.5-5.0 (mean score) for each of the SILL item is thought to reflect the high level use of the strategy; a mean of all participants in the range of 2.5- 3.4 is thought to be in medium use, and 1.0-2.4 belongs to low use. As we can see from the table, the mostly used strategy category is metacognitive strategies(Mean:2,6625;Std.Deviation:,63375) followed by social (Mean:2,5300;Std.Deviation:,59952), memory(Mean:2,4586;Std.Deviation:,50138) and cognitive strategies(Mean:2,4303;Std.Deviation:,64039) respectively and determination strategies(Mean:2,3767;Std.Deviation:,49724) are calculated as the least used strategies by the students. In terms of strategy use, the students are at a medium level at metacognitive and social strategies and they are at a low level at memory, cognitive and determination strategies.

4.2.1.2 The Most and Least Frequently Used Strategies by Students

In order to answer our second research question we will examine the most and least frequently used strategies of the students by comparing their responses according to their answers that they gave to the questioner. Strategies will be presented under two

main heading (1) strategies to discover the meaning of a new word (2) strategies to consolidate the learning of a word after discovering its meaning. Each item refers to a skill among the five strategy groups of vocabulary learning and consolidation strategies. In essence, they could be grouped as follows: The first nine items represent the skills related to the Determination Strategies. The items between 10 and 17 show the skills related to Social Strategies. The items between 18 and 44 show the skills about the Memory Strategies. The items between 45 and 53 show the skills related to the Cognitive Strategies. Finally, the items between 54 and 59 show the skills related to the Metacognitive Strategies. The analysis was conducted by using Statistical Package for Social Sciences (SPSS). The statistical significance level was used as $\alpha < .05$ for all the independent sample findings

4.2.2.The Mostly Used Strategies to Discover the Meaning of a New Word

This part consists of three subheadings .The aim of the first part is to represent the strategy use preferences of all students. The second part aims at comparing the students of the two schools (Abdülkadir Konukoğlu Anatolian Teacher Training High School and Yeşilevler IMKB High School) in terms of their vocabulary learning strategy use. Finally the last part represents the comparisons of the students' skills preferences grouped according to the strategies.

The first category is the Discovery Strategies that students can use to discover the meaning of a new word and when we examine our data gathering instrument we can see the items regarding the discovery of vocabulary items, there are two strategy groups, which are Determination Strategies and Social Strategies

Table 8: The List of Most frequently Used Discovering Strategies by Students

STRATEGIES	N	Mean	Std. Deviation
Discovering new meaning through group work activity	60	3,4667	1,35880
Asking Teacher for Paraphrase or Synonym of New Word	60	3,0333	1,31441
Using Monolingual Dictionary	60	3,0333	1,23462
Analyzing Affixies and Roots	60	2,8333	1,16687
Interacting with Native Speakers	60	2,7667	1,30665
Asking Teacher for Sentence including the New Word	60	2,7000	1,22544
Studying and practising the meaning in a group	60	2,6167	1,23634
Analyzing Parts of Speech	60	2,5667	1,14042
Preparing Word Lists	60	2,5167	1,14228
Using Flash Cards	60	2,4167	1,23908
Asking Teacher for an L1 Translation	60	2,2167	1,20861

Teacher Checking Students Flashcards or Wordlists for Accuracy	60	2,1833	1,24181
Asking Classmates for Meaning	60	2,1167	1,27680
Analyzing Any Available Pictures or Gestures	60	1,9500	1,21327
Using Bilingual Dictionary	60	1,7333	1,10264
Guessing fromTextual Context	60	1,6833	,91117
Checking for L1 Cognate	60	1,5667	,92730
Valid N (listwise)	60		

As we can see from the table above the most used discovery strategies are Discovering new meaning through group work activity (Mean: 3,4667; Std. Deviation: 1,35880) Asking Teacher for Paraphrase or Synonym of New Word(Mean: 3,0333; Std. Deviation: 1,31441) Using Monolingual Dictionary(Mean: 3,0333; Std. Deviation: 1,23462) respectively. In addition, the least used discovery strategies are Using Bilingual Dictionary (Mean: 1,7333; Std. Deviation:1,10264) Guessing from Textual Context(Mean: 1,6833; Std. Deviation: ,91117) and Checking for L1 Cognate(Mean: 1,5667; Std. Deviation: ,92730). According to the mean results of the students responses social strategies are preferred more often than the determination strategies because the students are often tend to ask for someone (a classmate or the teacher) else who knows the meaning of the new words instead of using different ways to learn the new words.

4.2.2.1 Comparison of Discovery Strategies Scores of the Students

In the following table we can see that there is very little difference between the mean values of the scores of the two schools which are Abdülkadir Konukoğlu Anatolian Teacher Training High School(Mean:2,4533); Yeşilevler IMKB High School (Mean:2,3000) for determination strategies and Abdülkadir Konukoğlu Anatolian Teacher Training High School(Mean:2,5100); Yeşilevler IMKB High School (Mean:2,5500) for social strategies.

Table 9:Group Statistics of the Participants for Determination and Social Strategies

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
determination	ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	30	2,4533	,57159	,10436
	YEŞİLEVLER ANATOLIAN HIGH SCHOOL	30	2,3000	,40514	,07397

social	ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	30	2,5100	,56162	,10254
	YEŞİLEVLER ANATOLIAN HIGH SCHOOL	30	2,5500	,64420	,11762

However this does not provide us a satisfactory result to reach a reliable result so the independent t-test was applied to examine the difference between two groups.

Table 10. Independent Samples Test Results of the Students for Determination and Social Strategies

Independent Samples Test

		Levenes Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
determination	Equal variances assumed	1,814	,183	1,199	58	,236
	Equal variances not assumed			1,199	52,266	,236
social	Equal variances assumed	,087	,769	-,256	58	,799
	Equal variances not assumed			-,256	56,942	,799

The interpretation of the independent t-test has two stages. First of all, the homogeneity of the variance between the schools was studied using *Levenes Test for Equality of Variances*. According to this, the Sig. value is .183, for determination and ,769 for social which are greater than .05. So we can assume that variances are equal. Then, it is possible to test the hypothesis using the t-test row of results titled *Equal variances assumed* in Table. From the table above, it is observed that Sig. (2-tailed) is .236, for determination and ,799 for social respectively which are higher than .05. For this reason, it can be concluded that that there is not a significant difference in discovery strategies scores between the students of the two schools.

4.2.2.2.1. Comparison of Students Preferences of Skills in Relation To Determination Strategies

As shown, the mean scores of the students are represented under two strategy categories because two strategy groups are used by the students to discover the meaning of a new

word. Table 11 presents the skills represented by these items in the questionnaire with the mean scores by the students of the two schools.

Table11: Group Statistics of Students Preferences of Skills in Relation To Determination Strategies

SCHOOL		Mean	Std. Deviation	Valid N (listwise)	
ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	UsingMonolingualDictionary	3,1	1,26899	30	30
	AnalyzingPartsofSpeech	2,7667	1,04	30	30
	AnalyzingAffixiesandRoots	2,7667	1,25075	30	30
	UsingFlashCards	2,6	1,27577	30	30
	PreparingWordLists	2,5333	1,16658	30	30
	AnalyzingAnyAvailablePicturesorGestures	2,1667	1,28877	30	30
	UsingBilingualDictionary	1,8333	1,14721	30	30
	CheckingforL1Cognate	1,7	1,05536	30	30
	GuessingfromTextualContext	1,6667	0,92227	30	30
YEŞİLEVLER ANATOLIAN HIGH SCHOOL	UsingMonolingualDictionary	2,9667	1,21721	30	30
	AnalyzingAffixiesandRoots	2,9	1,09387	30	30
	PreparingWordLists	2,5	1,13715	30	30
	AnalyzingPartsofSpeech	2,3667	1,21721	30	30
	UsingFlashCards	2,2333	1,19434	30	30
	AnalyzingAnyAvailablePicturesorGestures	1,7333	1,11211	30	30
	GuessingfromTextualContext	1,7	0,91539	30	30
	UsingBilingualDictionary	1,6333	1,0662	30	30
	CheckingforL1Cognate	1,4333	0,77385	30	30

The table above shows which skills are used most and least by the students. The students of Teacher Training High School prefer Using Monolingual Dictionary (Mean=3,1000), Analyzing Parts of Speech(Mean=2,7667), Analyzing Affixes and Roots (Mean=2,7667), Using Flash Cards(Mean=2,6000) to discover the meaning of a new vocabulary item. Similarly the students of Anatolian High School are using the same strategies at most like Using Monolingual Dictionary (Mean=2,9667) Analyzing Affixes and Roots(Mean=2,9000),Preparing Word Lists(Mean=2,5000) Analyzing Parts of Speech (Mean=2,3667)Using Flash Cards(Mean=2,2333), respectively. The only strategy which is different is that Preparing Wordlists.

4.2.2.2.2. Comparison of Students Preferences of Skills in Relation To Social Strategies

Table 12.Group Statistics of Students Preferences of Skills in Relation To Social Strategies

SCHOOL		Mean	Std. Deviation	Valid N (listwise)	
ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	Discovering new meaning through group work activity	3,5333	1,38298	30	30
	Asking Teacher for Paraphrase or Synonym of New Word	2,8	1,32353	30	30
	Studying and practising the meaning in a group	2,7333	1,11211	30	30
	Interacting with Native Speakers	2,7	1,34293	30	30
	Asking Teacher for Sentence including the New Word	2,4333	1,19434	30	30
	Teacher Checking Students Flashcards or Wordlists for Accuracy	2,4333	1,38174	30	30
	Asking Teacher for an L1 Translation	2,1333	1,27937	30	30
	Asking Classmates for Meaning	2,1333	1,30604	30	30
YEŞİLEVLER ANATOLIAN HIGH SCHOOL	Discovering new meaning through group work activity	3,4	1,35443	30	30
	Asking Teacher for Paraphrase or Synonym of New Word	3,2667	1,28475	30	30
	Asking Teacher for Sentence including the New Word	2,9667	1,21721	30	30
	Interacting withNativeSpeakers	2,8333	1,28877	30	30
	Studying and practising the meaning in a group	2,5	1,35824	30	30
	Asking Teacher for an L1 Translation	2,3	1,14921	30	30
	Asking Classmates for Meaning	2,1	1,26899	30	30
	Teacher Checking Students Flashcards or Wordlists for Accuracy	1,9333	1,04826	30	30

The Table 12 represents the skills which the students preferred in relation to the social strategies. In contrast to the situation which the students of the both school chose nearly the same skills in Determination strategies, the students reported to use different ones in terms of Social strategies. The students of the Teacher Training High School preferred Discovering new meaning through group work activity (Mean=3,5333) Asking Teacher for Paraphrase or Synonym of New Word(Mean=2,8000) Studying and practising the meaning in a group(Mean=2,7333) Interacting with Native Speakers(Mean=2,7000).

The students of the Anatolian High School preferred the strategies like Discovering new meaning through group work activity (Mean=3,4000) Asking Teacher for Paraphrase or Synonym of New Word (Mean=3,2667) Asking Teacher for Sentence including the New Word (Mean=2,9667) Interacting with Native Speakers (Mean=2,8333) Studying and practising the meaning in a group (Mean=2,5000)

Based on the findings we can interpret that the students of the Anatolian High School are more dependent on the teacher to learn the meaning of the new words but the students of the Teacher Training High School preferred to interact with their peers instead of the teacher.

4.2.3. The Mostly Used Strategies to Consolidate the Learning of a Word After Discovering Its Meaning

The second category which includes the strategies that the students can use after learning a new word to make them coherent is the Consolidation Strategies which are Memory, Cognitive and Metacognitive Strategies. In this part, first we will examine the most and least used strategies that the students are using to consolidate the learning of a word after discovering its meaning afterwards we will compare the scores of the students in order to see if there is a difference between two groups

Table 13: The List of Most Used Consolidating Strategies by Students

STRATEGIES	N	Mean	Std. Deviation
Underlining Initial Letter of the Word	60	3,6333	1,13446
Skipping or Passing the New Word	60	3,5500	1,22716
Using Semantic Maps	60	3,4667	1,28177
Listen to Tape of Word Lists	60	3,1333	1,34626
Using Flash Card	60	3,1333	1,34626
Testing Oneself with Word Tests	60	3,1000	1,28485
Grouping Words Together Spatially on a Page	60	3,0333	1,42575
Using Spaced Word Practice	60	2,9667	1,26178
Learning the Words of an Idiom Together	60	2,8833	1,15115
Using Scales for Gradable Adjectives	60	2,8667	1,35880
Putting English Labels on Physical Objects	60	2,8500	1,36326
Using Peg Method	60	2,8333	1,32980
Paraphrasing the Words Meaning	60	2,7833	1,16578
Grouping Words Together with in a Storyline	60	2,7833	1,35411
Configuration of the Word	60	2,7667	1,41860
Imaging Word Form	60	2,7500	1,20205
Using Semantic Feature Grids	60	2,7500	1,37317
Studying Word with a Pictorial Represantation of its Meaning	60	2,7167	1,45079
Grouping Words Together to Study Them	60	2,7167	1,19450
Remembering Parts of Speech	60	2,6667	1,29754
Remembering Affixies and Roots	60	2,6500	1,27326
Connecting Word to its Synonyms and Antonyms	60	2,6333	1,17843
Connecting Word to a Personal Experience	60	2,5667	1,24010

Using Physical Action When Learning a Word	60	2,4833	1,26881
Assosiating Word with its Coordinates	60	2,4333	1,28045
Using New Words in Sentences	60	2,4000	1,18178
Taking Notes in Class	60	2,3500	1,16190
Studying the Collocations	60	2,3167	1,24181
Using Loci Method	60	2,2167	1,26346
Using Word Lists	60	2,1833	1,17158
Keeping a Vocabulary Notebook	60	2,1833	1,30827
Using English Language Media	60	2,1500	1,33816
Continuing to Study Word Overtime	60	2,0667	,98921
Studying the Sound of a Word	60	2,0667	,91812
Written Repetition	60	2,0167	1,28210
Imaging Words Meaning	60	2,0000	1,23508
Saying the Word Aloud When Studying	60	1,9667	,99092
Using the Vocabulary Section in Textbook	60	1,9667	1,04097
Verbal Repetition	60	1,8833	1,22255
Studying the Spelling of a Word	60	1,7500	1,01889
Using Keyword Method	60	1,7333	1,14783
Using Cognates in Study	60	1,6167	,99305
Valid N (listwise)	60		

4.2.3.1. Comparison of Consolidation Strategies Scores of the Students

In the following part we will examine if is there a difference between the students of two schools by looking at the mean values and independent t-test scores of the students. As we can see in the following table showing the means of the two schools Abdülkadir Konukoğlu Anatolian Teacher Training High Schools scores are higher than Yeşilevler IMKB High Schools scores.

Table14: Group Statistics of the Participants for Memory, Cognitive and Metacognitive Strategies

Strategy	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
memory	ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	30	2,4753	,48933	,08934
	YEŞİLEVLER ANATOLIAN HIGH SCHOOL	30	2,4420	,52097	,09512
cognitive	ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	30	2,5000	,48385	,08834
	YEŞİLEVLER ANATOLIAN HIGH SCHOOL	30	2,3606	,76824	,14026
metacognitive	ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	30	2,7250	,60565	,11058
	YEŞİLEVLER ANATOLIAN HIGH	30	2,6000	,66501	,12141

	SCHOOL

However this does not provide us a satisfactory result to reach a reliable result so the independent t-test was applied to examine the difference between two groups.

Table 15. Independent Samples Test Results of the Students for Memory, Cognitive and Metacognitive Strategies

Independent Samples Test

		Levenes Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
memory	Equal variances assumed	,187	,667	,255	58	,799
	Equal variances not assumed			,255	57,774	,799
cognitive	Equal variances assumed	5,321	,025	,841	58	,404
	Equal variances not assumed			,841	48,879	,404
metacognitive	Equal variances assumed	,000	,988	,761	58	,450
	Equal variances not assumed			,761	57,500	,450

The homogeneity of the variance between the schools was studied using Levenes Test for Equality of Variances. According to this, the Sig. value is .667, for memory, 025 for cognitive and, 988 for metacognitive which are greater than .05. So we can assume that variances are equal. Then, it is possible to test the hypothesis using the t-test row of results titled Equal variances assumed in Table. From the table above, it is observed that Sig. (2-tailed) is .799, for memory, 404 for cognitive and, 450 for metacognitive respectively which are higher than .05. For this reason, it can be concluded that that there is not a significant difference in consolidation strategies scores between the students of the two schools.

4.2.3.1.1. Comparison of Students Preferences of Skills in Relation Memory Strategies

Table 16 Group Statistics of Students Preferences of Skills in Relation Memory Strategies

SCHOOL		Mean	Std. Deviation	Valid N (listwise)	
ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	Underlining Initial Letter of the Word	3,4667	1,22428	30	30
	Using Semantic Maps	3,4	1,35443	30	30
	Studying Word with a Pictorial Representation of its Meaning	3	1,48556	30	30
	Grouping Words Together Spatially on a Page	2,9667	1,49674	30	30
	Using Peg Method	2,8667	1,45586	30	30
	Imaging Word Form	2,8667	1,16658	30	30
	Using Scales for Gradable Adjectives	2,8333	1,4875	30	30
	Grouping Words Together within a Storyline	2,8333	1,31525	30	30
	Learning the Words of an Idiom Together	2,8333	0,98553	30	30
	Configuration of the Word	2,7333	1,43679	30	30
	Paraphrasing the Words Meaning	2,7333	1,31131	30	30
	Grouping Words Together to Study Them	2,7	1,08755	30	30
	Remembering Parts of Speech	2,7	1,26355	30	30
	Using Semantic Feature Grids	2,6667	1,44636	30	30
	Remembering Affixes and Roots	2,6333	1,47352	30	30
	Using Physical Action When Learning a Word	2,5667	1,35655	30	30
	Associating Word with its Coordinates	2,5	1,35824	30	30
	Connecting Word to its Synonyms and Antonyms	2,5	1,07479	30	30
	Connecting Word to a Personal Experience	2,4333	1,30472	30	30
	Using New Words in Sentences	2,4333	1,13512	30	30
	Using Loci Method	2,3	1,20773	30	30
	Imaging Words Meaning	2,1	1,18467	30	30
	Studying the Sound of a Word	2,0667	0,90719	30	30
	Saying the Word Aloud When Studying	2,0667	1,04826	30	30
	Using Keyword Method	1,9	1,21343	30	30
	Studying the Spelling of a Word	1,8667	1,04166	30	30
	Using Cognates in Study	1,7	1,05536	30	30
YEŞİLEVLER ANATOLIAN HIGH SCHOOL	Underlining Initial Letter of the Word	3,8	1,03057	30	30
	Using Semantic Maps	3,5333	1,22428	30	30
	Grouping Words Together Spatially on a Page	3,1	1,37339	30	30
	Learning the Words of an Idiom Together	2,9333	1,31131	30	30
	Using Scales for Gradable Adjectives	2,9	1,24152	30	30
	Paraphrasing the Words Meaning	2,8333	1,01992	30	30
	Using Semantic Feature Grids	2,8333	1,31525	30	30
	Using Peg Method	2,8	1,21485	30	30
	Configuration of the Word	2,8	1,42393	30	30
	Connecting Word to its Synonyms and Antonyms	2,7667	1,27802	30	30
	Grouping Words Together to Study Them	2,7333	1,31131	30	30
	Grouping Words Together within a Storyline	2,7333	1,41259	30	30
	Connecting Word to a Personal Experience	2,7	1,17884	30	30

	Remembering Affixes and Roots	2,6667	1,06134	30	30
	Imaging Word Form	2,6333	1,24522	30	30
	Remembering Parts of Speech	2,6333	1,35146	30	30
	Studying Word with a Pictorial Representation of its Meaning	2,4333	1,38174	30	30
	Using Physical Action When Learning a Word	2,4	1,19193	30	30
	Associating Word with its Coordinates	2,3667	1,21721	30	30
	Using New Words in Sentences	2,3667	1,24522	30	30
	Using Loci Method	2,1333	1,33218	30	30
	Studying the Sound of a Word	2,0667	0,94443	30	30
	Imaging Words Meaning	1,9	1,29588	30	30
	Saying the Word Aloud When Studying	1,8667	0,9371	30	30
	Studying the Spelling of a Word	1,6333	0,99943	30	30
	Using Keyword Method	1,5667	1,07265	30	30
	Using Cognates in Study	1,5333	0,9371	30	30

The Table16 represents the skills which the students preferred in relation to the Memory strategies. When we look at the mean scores of the students of the two schools, we can see that the mostly preferred skills are showing similarities.

The mostly preferred skills by the students of The Teacher Training High school are Underlining Initial Letter of the Word (Mean=3,4667) Using Semantic Maps (Mean=3,4000) Studying Word with a Pictorial Representation of its Meaning (Mean=3,0000) Grouping Words Together Spatially on a Page (Mean=2,9667) Imaging Word Form (Mean=2,8667).

The students of the Anatolian High School reported to use the following skills at most, like Underlining Initial Letter of the Word (Mean=3,8000) Using Semantic Maps (Mean=3,5333) Using Scales for Gradable Adjectives (Mean=2,9000) Learning the Words of an Idiom Together (Mean=2,9333) Paraphrasing the Words Meaning (Mean=2,8333)

4.2.3.1.2. Comparison of Students Preferences of Skills in Relation Cognitive Strategies

Table17Group Statistics of Students Preferences of Skills in Relation Cognitive Strategies

SCHOOL		Mean	Std. Deviation	Valid (listwise)	N
ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	Using FlashCard	3,4333	1,27802	30	30
	Listen to Tape of Word Lists	3,200	1,32353	30	30
	Putting English Labels on Physical Objects	2,900	1,32222	30	30
	Keeping a Vocabulary Notebook	2,4667	1,30604	30	30
	Using Word Lists	2,2667	1,25762	30	30
	Written Repetition	2,2333	1,33089	30	30

	Taking Notes in Class	2,200	1,18613	30	30
	Verbal Repetition	1,9333	1,17248	30	30
	Using the Vocabulary Section in Textbook	1,8667	1,10589	30	30
YEŞİLEVLER ANATOLIAN HIGH SCHOOL	Listen to Tape of Word Lists	3,0667	1,38796	30	30
	Using FlashCard	2,8333	1,36668	30	30
	Putting English Labels on Physical Objects	2,800	1,42393	30	30
	Taking Notes in Class	2,500	1,13715	30	30
	Using Word Lists	2,100	1,09387	30	30
	Using the Vocabulary Section in Textbook	2,0667	0,98027	30	30
	Keeping a Vocabulary Notebook	1,900	1,26899	30	30
	Verbal Repetition	1,8333	1,28877	30	30
	Written Repetition	1,800	1,21485	30	30

Table17 represents the mean scores of the students of the two schools in relation to the skills that they reported to use. As a whole, the mean scores of the students of the Teacher Training School are higher the skills that the students are using are showing similarities with the students of the Anatolian Teacher High School.

The students of the Teacher Training High School preferred the following skills Using Flash Card (Mean=3,4333) Listen to Tape of Word Lists (Mean=3,200) Putting English Labels on Physical Objects (Mean=2,900) Keeping a Vocabulary Notebook (Mean=2,4667) Using Word Lists (Mean=2,2667) respectively.

The students of the Anatolian High School preferred the following skills in order to make the newly learnt vocabulary items long termed. Their answers showed that they prefferd to use the following strategies at most; Listen to Tape of Word Lists (Mean=3, 0667), Using Flash Card (Mean=2,8333), Putting English Labels on Physical Objects(Mean=2,800),Taking Notes in Class(Mean=2,500),Using Word Lists (Mean=2,100).

4.2.3.1.3. Comparison of Students Preferences of Skills in Relation To Metacognitive Strategies

Table18 Group Statistics of Students Preferences of Skills in Relation To Metacognitive Strategies

SCHOOL		Mean	Std. Deviation	Valid (listwise)	N
ABDÜLKADİR KONUKOĞLU TEACHER TRAINING HIGH SCHOOL	Testing Oneself with Word Tests	3,200	1,42393	30	30
	Skipping or Passing the New Word	3,1667	1,28877	30	30
	Using Spaced Word Practice	2,8667	1,25212	30	30
	Using English Language Media	2,4333	1,47819	30	30
	Studying the Collocations	2,3333	1,21296	30	30
	Continuing to Study Word Overtime	2,1333	0,9732	30	30

YEŞİLEVLER ANATOLIAN HIGH SCHOOL	Skipping or Passing the New Word	3,9333	1,04826	30	30
	Using Spaced Word Practice	3,0667	1,28475	30	30
	Testing Oneself with Word Tests	3,000	1,1447	30	30
	Studying the Collocations	2,300	1,29055	30	30
	Continuing to Study Word Overtime	2,000	1,0171	30	30
	Using English Language Media	1,8667	1,13664	30	30

According to the Table 18, the students reported to use different strategies in terms of Metacognitive Strategies. The Teacher Training High School students' scores are higher than the scores of the Anatolian High School students.

The students of Teacher Training High School reported that they used the following strategy Testing Oneself with Word Tests (Mean=3,200) at most and the following ones Skipping or Passing the New Word (Mean=3,1667) Using Spaced Word Practice (Mean=2,8667), and Using English Language Media(Mean=2,4333), respectively.

The students of the Anatolian High School reported that they were using the Skipping or Passing the New Word (Mean=3,9333), Using Spaced Word Practice (Mean=3,0667), Testing Oneself with Word Tests (Mean=3,000), Studying the Collocations (Mean=2,300)

4.2.4. The Students Vocabulary Learning Strategy Preference in terms of Gender

In order to determine how often male and female students use VLS, the scores of the female and male students in the sample group into took into account, the Arithmetic Means, Standard Deviations and Standard Errors were calculated. Afterwards, One-way ANOVA was applied so as to determine whether the differences between the means of the male and female students are significant or not.

Table 19 Descriptives of The Students Vocabulary Learning Strategy Preference in terms of Gender

		N	Mean	Std. Deviation	Std. Error
determination	Female	39	2,3051	,46450	,07438
	Male	21	2,5095	,53936	,11770
	Total	60	2,3767	,49724	,06419
social	Female	39	2,4462	,53205	,08520
	Male	21	2,6857	,69519	,15170
	Total	60	2,5300	,59952	,07740
memory	Female	39	2,3561	,45421	,07273
	Male	21	2,6490	,53947	,11772
	Total	60	2,4586	,50138	,06473

cognitive	Female	39	2,3520	,63300	,10136
	Male	21	2,5758	,64368	,14046
	Total	60	2,4303	,64039	,08267
metacognitive	Female	39	2,5994	,64455	,10321
	Male	21	2,7798	,61097	,13333
	Total	60	2,6625	,63375	,08182

The findings of the Table19 reveal that the mean values of the female and the male students are very close to each other. While the Mean values of the male students are 2,5095 for Determination Strategies , 2,6857 for Social Strategies 2,6490 for Memory Strategies 2,5758 for Cognitive Strategies and 2,7798 for Metacognitive Strategies , the Mean of the female students are 2,3051 for Determination Strategies 2,4462 for Social Strategies 2,3561 for Memory Strategies 2,3520 for Cognitive Strategies and 2,5994 for Metacognitive Strategies respectively. This shows that all mean scores of the male students is a higher than the all mean scores of the female students.

One-way ANOVA was applied in order to find out whether the differences between the vocabulary learning strategies of the male students and female students are significant or not.

Table 20: ANOVA Results of Students Preferences In Terms of Gender

		Sum of Squares	df	Mean Square	F	Sig.
determination	Between Groups	,570	1	,570	2,360	,130
	Within Groups	14,017	58	,242		
	Total	14,587	59			
social	Between Groups	,783	1	,783	2,225	,141
	Within Groups	20,423	58	,352		
	Total	21,206	59			
memory	Between Groups	1,171	1	1,171	4,972	,030
	Within Groups	13,660	58	,236		
	Total	14,832	59			
cognitive	Between Groups	,684	1	,684	1,686	,199
	Within Groups	23,513	58	,405		
	Total	24,196	59			
metacognitive	Between Groups	,444	1	,444	1,108	,297
	Within Groups	23,253	58	,401		
	Total	23,697	59			

The calculation results show that Sig. Values for all strategy groups except Memory Strategies are higher than .05. These values reveal that there is no significant difference

between the vocabulary learning strategies including Determination, Social, Cognitive and Metacognitive and gender at the level of 0.05

In terms of Memory Strategies we can interpret there is a significant difference between the Memory strategy use and the gender. As we can in the table males (Mean=2,6490) reported to use more Memory Strategies than females. (Mean=2,3561)

CHAPTER 5
Conclusion

5.1. Summary of the Study

The purpose of the present study was to offer an insight into the Turkish high school students' vocabulary learning strategy preferences and determine the factors that may affect their choices. The study was conducted from the learners point of view and the data consisted of high school students answers to a questionnaire which was designed, based on the vocabulary learning and consolidation strategies taxonomy of Schmitt and McCarthy (McCarthy, 1990) which was used in Catalans (Catalan, 2003) study. The main findings are summarised in the following section.

The main objective of this study was to compare the students of the two high schools whose levels of achievement are different from each other and to find out whether this difference in achievement level affects the strategy preferences of the students. The second aim was to investigate if there is a relationship between vocabulary learning strategies and gender.

In order to highlight the topic of the study, the current study aimed to find an answer to these questions. What are the rank orders of the most and the least frequently used strategies by students? Is there any relationship between vocabulary learning strategies and students success? What micro-strategies are used most frequently by successful and unsuccessful students?

In order to answer the research questions, one data collection instrument was used; the questionnaire. In analyzing research questions, descriptive statistic, discrimination and ONE_WAY ANOVA were administered on data.

5.2. Overview of Findings

In order to answer the first research question, which was what are the rank orders most and least frequently used categories of strategies by students, the scoring system suggested by Schmitt (Schmitt, 1997); Oxford (Oxford R. , 1990), 2001) was applied on data. The means and standard deviation values for each of the five categories were listed to find out the most commonly used strategies used by Turkish university level students. Considering vocabulary learning strategies, we can conclude that students are medium users in metacognitive and social strategies and low users in memory, cognitive and

determination strategies. Therefore, metacognitive strategies were determined as the most frequently used strategies by the students, followed by social strategies, memory strategies, cognitive strategies and determination strategies.

Oxford (Oxford R. , 1990) suggested that using a strategy at a medium level shows that the learners are aware of the strategy but need to be encouraged to use the strategy more in their learning. It can be done by asking the students in class to repeat the new word verbally after the lecturer and asking them to continue to use this strategy at home. The finding of this study is similar to what Oxford suggested; the students are aware of the strategies but they do not know how to make use of them.

The second research question was 'What are the most and least used Discovery and Consolidation strategies of the students of two schools? What skills are used most frequently by the students of the two schools?' In order to answer this question mean values and Standart Deviation scores of the students were calculated and the results were presented under two categories.

The last research question was 'Are there any differences in the use of vocabulary learning strategies of the students in terms of gender?' In order to find the answer of the question, two calculations were applied to the students' results. First, the mean scores of the male and female students were calculated by means of Descriptives and One_way ANOVA was applied in order to see whether the difference between the two groups was significant or not.

5.2.1. The Mostly Used Strategies to Discover the Meaning of a New Word

Based on the findings of the study we can see that Discovering new meaning through group work activity and Asking Teacher for Paraphrase or Synonym of New Word Using Monolingual Dictionary are the mostly preferred strategies by a total of 60 students and Using Bilingual Dictionary, Guessing from Textual Context and Checking for L1 Cognate are among the least preferred strategies.

In terms of dictionary use, we can see that the students favoured monolingual dictionaries against the bilingual ones. According to Carter (cited in Ekmekçi, 1999), the use of bilingual dictionaries is favourable, especially for the beginning and intermediate students, but dependence can give harm to these students. However, monolingual dictionaries are preferred by the native speakers. Also, there are monolingual dictionaries which were designed for ESL students.

Schmitt (Schmitt, 1997) had claimed that guessing is often used without consulting a dictionary, but the results of present study demonstrate that the issue of dictionary use vs. contextual guessing was not really an issue at all, because both skills are least used by students. The students preferred to use monolingual dictionaries instead of guessing from the context.

To sum up, in discovering the meanings of words, students should be more dependent on themselves instead of teachers or dictionaries to learn an unknown vocabulary item. Nation (Nation, 2001) claims that, giving of the meaning by teachers or other students prevents students from keeping attentive to the new words which is important for vocabulary learning. Also, giving meaning simultaneously takes away the opportunity from learners to use their guessing skills. Consequently, teachers should both make clear to their students the importance of the strategy of guessing and train them on how to guess and use discovery strategies.

5.2.2. The Mostly Used Strategies to Consolidate the Learning of a Word After Discovering Its Meaning

With regard to the consolidation strategies, that make students vocabulary learning long-termed, the most preferred strategies were Underlining Initial Letter of the Word Skipping or Passing the New Word Using Semantic Maps Listen to Tape of Word Lists and Using Flash Card. In contrast, Verbal Repetition, Studying the Spelling of a Word, Using Keyword Method and Using Cognates in Study were the least preferred strategies by the students of the two schools.

Cohen and Aphek (Cohen & Aphek, 1980) found that beginners mostly used sound associations while advanced learners used structural associations, and that, while word lists proved more effective among beginners, more advanced students benefited more from contextualized words. The finding of the present study is consistent with this study in terms of students' preferences of using Semantic Maps among the most preferred strategies.

According to Oxford (Oxford R. , 1990, pp. 60-61), "This strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts (stated in words) are highlighted and are linked with related concepts via arrows or lines." This strategy involves various memory strategies such as grouping,

using imagery, associating. Oxford believes that this strategy is valuable, since it improves memory and comprehension of new expressions.

The findings of the present study were also compared with the findings by Schmitt (Schmitt, 1997) and the findings were different from those of Schmitt's (Schmitt, 1997) study especially in the use of bilingual dictionaries. The participants of the present study did not mention using bilingual dictionary as one of the most commonly used vocabulary learning strategies even though in Schmitt's study (Schmitt, 1997) Bilingual Dictionary, Verbal Repetition, Written repetition and Study the Spelling were the four most favoured strategies.

5.2.3. Comparison of Students Preferences of Skills in Relation to Discovery Strategies

In the following section the strategy choices of the two schools will be compared in order to see if there is a similarity or difference between the strategy choices of the students of the two schools which means if the students of the more successful school are using the same or different ways of learning and consolidating the new vocabulary items with the students of the less successful school.

Firstly, we will compare the students' preferences in terms of Discovering Strategies. As it was mentioned in the previous chapters these strategies include determination and social strategy preferences of the students.

In the Determination Strategies, the overall mean scores of the Teacher Training High School was higher than those of the Anatolian High School but when we looked at the results of the students of the Teacher Training High school, the most preferred strategies are identified as Using Monolingual Dictionary, Analyzing Parts of Speech, Analyzing Affixes and Roots Using Flash Cards and these are very similar to those of The Anatolian High School students preferences. They reported as their most preferred strategies Using Monolingual Dictionary, Analyzing Affixes and Roots , Preparing Word Lists, Analyzing Parts of Speech and Using Flash Cards As we can see, four of the most favoured strategies of the students are the same while just the order is different.

In the Social Strategies the overall mean scores of the Anatolian High School students are higher than those of Teacher Training High School students. When we examine their strategy preferences Discovering new meaning through group work activity, Asking Teacher for Paraphrase or Synonym of New Word, Studying and practising the meaning

in a group are the most preferred strategies by the Teacher Training High School students. Discovering new meaning through group work activity, Asking Teacher for Paraphrase or Synonym of New Word and Asking Teacher for Sentence including the New Word are the most preferred strategies of the students of the Anatolian High School. As we can see, the most favored strategies of the two groups of students are the same.

5.2.4. Comparison of Students Preferences of Skills in Relation to Consolidation Strategies

In this part we will compare the students' preferences in terms of Consolidation Strategies. As it was mentioned in the previous chapters these strategies include memory, cognitive and metacognitive strategy preferences of the students. In the Consolidation Strategies, the overall mean scores of the Teacher Training High School was higher than those of Anatolian High School for all strategy groups and this is consistent with the findings of the studies carried out on the differences between the successful and unsuccessful students like Chamot (Chamot, 1987) Sanaoui (Sanaoui, 1995) Cohen and Aphek (1981), as cited in (Chamot, 1987) , Ahmed (Ahmed, 1989), Gu and Johnson (Gu & Johnson, 1996) The findings of all these studies showed that there is a relationship between the preference of strategy use and success and in the present study we have concluded that in all strategy groups except Social Strategies the students of the Teacher Training High School are better than the students of The Anatolian High School.

When we investigate the strategy preferences of the students according to the Memory, Cognitive and Metacognitive Strategies, we can comment that the students of the two schools are nearly the same, a result that the strategies they use most of all are similar to each other.

In the Memory Strategies, the students of the Teacher Training High School preferred Underlining Initial Letter of the Word, Using Semantic Maps, Studying Word with a Pictorial Representation of its Meaning, Grouping Words Together Spatially on a Page and Using Peg Method are the mostly preferred memory strategies, while Underlining Initial Letter of the Word, Using Semantic Maps, Grouping Words Together Spatially on a Page, Learning the Words of an Idiom Together and Using Scales for Gradable

Adjectives are the mostly preferred strategies by the students of the Anatolian High School.

In Cognitive Strategies Using Flash Cards, Listen to Tape of Word Lists, Putting English Labels on Physical Objects and Keeping a Vocabulary Notebook, are the most favoured strategies of the Teacher Training High School students and Listen to Tape of Word Lists, Using Flash Cards, Putting English Labels on Physical Objects and Taking Notes in Class are the mostly favored strategies preferred by the students of the Anatolian High School. According to several studies reviewed by Nation (Nation P. I., 1990) learners need to use word list and more repetitions to learn a word. As a result, the learning of words with sufficient repetition is the best means of learning a large number of words in a short time. Based on the findings of the present study, both groups of the students are using these strategies, not only the successful ones.

The last strategy category is the Metacognitive Strategies. The students of the Teacher Training High School mostly preferred strategies were Testing Oneself with Word Tests, Skipping or Passing the New Word, Using Spaced Word Practice, Using English Language Media, but the students of the Anatolian High School reported the following strategies Skipping or Passing the New Word, Using Spaced Word Practice, Testing Oneself with Word Tests, Studying the Collocations as their favorite ones

5.2.5. Comparison of Students Preferences of Skills in Relation to Consolidation Strategies In Terms of Gender differences

Several studies have established the existence of gender differences in the use of language learning strategies. In a recent study, Hong-Nam and Leavell (2006), for example, investigated the learning strategy use of 55 students learning English as a second language (ESL) with differing cultural and linguistic backgrounds. Mean differences revealed that females engaged in strategy use more frequently than males. Also, female participants reported using Social and Metacognitive strategies the most and Memory strategies the least, while males favored the use of Metacognitive and Compensation strategies the most and Affective strategies the least.

According to Green and Oxfords study (Green & Oxford, 1995), gender was one of the factors affecting the choices of language learning strategies. That is, females used Memory and Metacognitive strategies more frequently than males.

In contrast, some studies show that males used learning strategies more than females when learning a language such as Tran, (Tran,1988); Wharton (Wharton,2000). For instance, a recent study that involved language learning strategies and effective factors was conducted by Wharton (Wharton, 2000) 678 university students learning Japanese and French as foreign languages in Singapore participated in this study. Using Oxfords 80-item SILL with this group of students, he found that more proficient learners used diverse strategies to succeed. Particularly, in terms of gender difference, the finding showed that males used a greater number of strategies significantly more often than females. This finding confirmed the results of Trans (Tran., 1988) study of adult Vietnamese refugees, demonstrating that males were more likely to use a variety of learning strategies than females.

Nonetheless, other studies pointed out that gender might not be one of key variables affecting the choices of language learning strategies. For example, Griffiths (Griffiths, 2004) investigated the relationship between course level and frequency of language learning strategies. Employing the 50-items SILL, a significant relationship between strategy use and course level was found, while there were no statistically significant differences according to either gender or age with strategy use.

According to Jiménez Catalán (Catalan, 2003) males do not usually use social strategies as actively as females and they also employ a narrower range of strategies than females. In addition, males use translation more often than females. Catalán (Catalan, 2003) also stated that males and females are more alike than different in vocabulary learning strategy use.

When we examine the results of the present study we can conclude that this study is in line with the studies whose results showed the males used more strategies than males. In this study, mean scores of the males are higher for all strategy types. In addition metacognitive and social strategies were preferred at most and memory and cognitive strategies followed them and determination strategies were least preferred strategy groups by both males and females in the same order.

5.3. Implications

The aim of the present study was to describe the current situation of vocabulary learning strategy use among students of high schools in Gaziantep. Based on the findings some implications can be made.

Firstly, the present study can raise the awareness of vocabulary learning and strategies in learning second language in general since, as mentioned in Chapter 2, vocabulary learning and teaching has been a neglected area of language for some time. The results can make teachers of second language more aware of the need for vocabulary learning strategy and apply their teaching so that they can introduce vocabulary learning strategies and techniques to their students. Teachers who are interested in knowing how Turkish high school students work with vocabulary can gain more information about how their students approach vocabulary learning and may design their teaching based on the findings in this study. This can give a chance to the teachers to use more tools in dealing with vocabulary teaching and the problems it may include.

Secondly as Dörnyei (Dörnyei, 2001) stated there is also the teacher factor affecting the learner. These are the personal characteristics of the teacher, teacher immediacy (the closeness between people), active motivational socializing behavior which consists of modelling, task presentation and feedback/reward system

Thirdly, as Oxford (Oxford R. , 1990) points out, learning strategies can help the learner to become more self-directed and contribute to the learning process. However, the students may not have the appropriate tools for doing that even though they may acknowledge the meaning of vocabulary in language proficiency. Mastering the use of learning strategies, the learner can more easily achieve his goal, which is successful learning. Therefore, teachers should enhance the meaning of learning strategies and offer the opportunity to get to know and try out the different strategies in school so that each learner can find the best strategies for themselves.

Finally, in addition to helping teachers to modify their teaching and helping learners in their learning process, the present study can also contribute to teacher training programmes. This is because, according to the results of the above mentioned study, students feel that skilled teachers are important factors in successful language learning. Therefore it could be useful to take into account the role of vocabulary learning and teaching in training future second language teachers.

The findings show that females and males use the same vocabulary learning strategies. The results are consistent with those of Jiménez Catalán (Catalan, 2003, p. 56)

5.4. Limitations

First, since the questionnaire is self –report and the single source of information in this part of the study, it is not clear whether the participants actually used the strategies they indicated in learning vocabulary. Their responses may be just the beliefs or thoughts that they have about the in use of strategies. In order to investigate students actual use of strategies, researchers must observe classes where vocabulary learning is taking place, use think - aloud procedures (introspection) and interview the students to find out what they do to learn vocabulary, and so forth.

Second, given the limited number of the students, the findings of this study remain inconclusive and call for subsequent studies analyzing a larger group of participants.

Moreover, the participants of the present study were students of two different schools in only one city, Gaziantep, and therefore the sample does not accurately represent the situation of all upper secondary schools in Turkey. Next, as mentioned earlier, it is possible that vocabulary learning strategies identified might be influenced by other variables e.g. nationality, age, field of study, etc. Therefore, further studies could investigate whether students from different backgrounds make full use of vocabulary learning strategies in their language learning.

5.5. Conclusions

In the light of these findings we can conclude that at the individual vocabulary learning strategies level, more successful students use more the strategies. However when we look at the students of the two different schools mostly favored strategies in terms of use we can come up with similarities rather than differences

Except in social strategies, significant differences among the students have not been noted. For every strategy category, males reported to use more strategies than the females.

In this point we can mention the role of motivation as Dörnyei (Dörnyei, 2001) stated. The extrinsic motivation which can be to receive a reward, for instance, a good grade is the main factor that affects students' strategy choices. As we mentioned in the previous chapter, all the students who took part in this study are 10^{th} grade students preparing for the same aim, University Entrance Exam. Therefore all the students, whether they are

the students of a more successful school or less successful school, they need to learn new words and sought to make them long-termed.

Finally this study can be viewed as a starting point for researches to carry out further studies on the same subject but with more participants, for teachers to take into consideration the importance of the vocabulary learning strategies and arrange their sessions accordingly and lastly for students to realize the fact that there are various ways of learning vocabulary items other than rote memorization of the words and forgetting them easily after a short while.

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APPENDICES

VOCABULARY LEARNING STRATEGIES QUESTIONNAIRE FOR STUDENTS

Sevgili öğrenciler,

Aşağıda, İngilizce öğrenirken bilinmeyen kelimelerin anlamlarını bulmak için kullanılan bir takim stratejiler sıralanmıştır. Lütfen maddeleri dikkatlice okuyunuz ve her cümle için katılma oranını aşağıda verilen kavramlara göre derecelendiriniz.

A.Kişisel Bilgi

1.Cinsiyetiniz 1.( )Kız 2.( )Erkek

2.Okulunuzun Adı:_____

3.Sizce sınıfa oranla İngilizce seviyeniz Nedir?

1.( )Zayıf 2.( )Orta 3.( )İyi 4. ( ) Pekiyi

4. Ailenizde İngilizce bilen var mı? _____ **Varsa mesleği nedir?**_____

B. Bilmediğiniz bir sözcüğün anlamını tahmin etmek için genellikle ne yaparsınız? 1=Kesinlikle Katılıyorum, 2=Katılıyorum, 3. kararsızım, 4= katılmıyorum, 5= kesinlikle katılmıyorum

	1	2	3	4	5
1. Sözcüğün türünü (isim, sıfat, zarf, fiil, v.b) incelerim.					
2. Sözcüğün kökünü ve eklerini incelerim.					
3.Sözcüğün, Türkçe bir sözcüğe benzeyip benzemediğine bakarım.(Örneğin, analyze-analiz)					
4. Varsa, sözcüğü açıklayan resimleri ya da vücut hareketlerini analiz ederim.					
5. Sözcüğün geçtiği cümle ya da metinden anlamını çıkarmaya çalışırım.					
6. İngilizce-Türkçe sözlükten sözcüğün anlamına bakarım.					
7. İngilizce-İngilizce sözlükten sözcüğün anlamına bakarım.					
8. Sözcükleri, İngilizce-Türkçe kelime listeleri sayesinde öğrenirim.					
9.Öğretmenin gösterdiği resimler, şimşek kartlardan ve posterlerden sözcüğün anlamını çıkarırım.					
10 Öğretmenden, sözcüğün Türkçe karşılığını söylemesini isterim.					
11Öğretmenden, sözcüğü yine İngilizce olarak ama farklı bir şekilde söylemesini ya da İngilizce eş anlamlısını söylemesini isterim.					
12 Öğretmenden, sözcüğü İngilizce bir cümlede kullanmasını isterim.					
13 Sözcüğün anlamını sınıf arkadaşlarıma sorarım.					
14 Arkadaşlarımla grup çalışması yaparak sözcüğün anlamını tahmin etmeye çalışırım					

C. Bir sözcüğün anlamını öğrendikten sonra zihninizde yerleşmesi için genellikle ne yaparsınız.

1=Kesinlikle Katılıyorum, 2=Katılıyorum, 3. Kararsızım, 4= katılmıyorum, 5= kesinlikle katılmıyorum

	1	2	3	4	5
15. Bir arkadaşımla ya da grup halinde, derste ve ders dışında sözcüğün anlamını tekrar eder ve alıştırma yaparım.					
16 Bir kelime listesi yaparım.					
17 Yeni sözcüğü ana dili İngilizce olan yabancılarla konuşurken kullanmaya çalışırım.					
18 Yeni sözcüğü, sözcüğün anlamını tasvir eden resimler, imajlar ya da çizimlerle tekrarlarım.					
19 Zihnimde sözcüğe uygun bir imaj oluşturarak sözcüğün anlamını tekrar ederim.					
20 Sözcüğün anlamını bir deneyimimle ilişkilendiririm.					
21Yeni sözcüğü, alakalı olduğu diğer sözcüklerle ilişkilendiririm. (Örneğin, "apple" sözcüğü "orange, peach," v.b. sözcüklerle alakalı olabilir.)					
22 Yeni sözcüğü, eş ya da zıt anlamlılarıyla ilişkilendiririm.					
23 Anlamca ilişkili sözcüklerle şemalar ya da kelime ağaçları hazırlarım.					
24Derecelendirilebilen sıfatlar için ölçekler hazırlarım. (Örneğin, cold-colder-coldest)					
25Yeni sözcüğü, yazılış ve söyleniş açısından kendisiyle kafiyeli olan başka sözcüklerle ilişkilendiririm.(Örneğin, two is a shoe, three is a tree, four is a door,)					
26 Yeni sözcüğü, bildiğim bir yerle ilişkilendiririm.					
27 Sözcükleri çalışırken onları anlamca, türce, v.b. şekillerde gruplandırırım.					
28 İlgili sözcükleri bir kağıt ya da defter üzerinde geometrik şekiller, ok işaretleri, üçgenler, kareler, daireler, v.b. şekiller kullanarak gruplandırırım.					
29 Sözcüğü, İngilizce bir cümlede kullanırım.					
30Sözcükleri, anlamlı şekilde bir araya getirerek ya da hikayeleştirerek çalışırım.(Örneğin, öğreneceğim kelimeler fish, like ve cat ise, her birini ayrı cümlelerde kullanmak yerine "cats like fish." şeklinde cümleler kurmayaçalışırım.)					

1=Kesinlikle Katılıyorum, 2=Katılıyorum, 3. Kararsızım, 4= katılmıyorum, 5= kesinlikle katılmıyorum

	1	2	3	4	5
31 Sözcüğün yazılışına çok dikkat ederim.					
32 Sözcüğün telaffuzuna çok dikkat ederim.					
33 Çalışırken sözcüğü yüksek sesle söylerim.					
34 Sözcüğün yapısını analiz ederim.					
35 Sözcüğün baş harfinin altını çizerim.					
36 Sözcüğü daha iyi ezberlemek için hecelerine, harflerine ya da belli bölümlere ayırarak düzenlerim.					

37 Sözcüğü, anlamca farklı olsa da söyleniş olarak Türkçe bir sözcükle ilişkilendiririm. (Örneğin, conserve-konserve)					
38 Sözcüğün kökünü ve eklerini hatırlamaya çalışırım.					
39 Sözcüğü, türüyle (isim, sıfat, zarf, fiil, v.b) ilişkilendirmeye çalışırım.					
40 Sözcüğün İngilizce açıklamasını başka bir şekilde söylemeye çalışırım.					
41 Sözcüğü, Türkçedeki benzer yapı ve anlama sahip olan sözcüklerle ilişkilendiririm. (Örneğin, tomato-domates)					
42 Deyimleri, sanki deyimin tümü bir kelimeymiş gibi öğrenirim.					
43Yeni sözcüğü öğrenmek için vücut hareketlerimi ya da fiziksel aktiviteyi kullanırım.					
44 Anlamca genelleme ve örnekleme yapar, anlamca benzer olan kelimeleri aynı grup altında toplarım (Örneğin, man, woman = human beings, veya domestic animals = cat, dog)					
45 Sözcüğü, sesli olarak tekrar ederim.					
46 Sözcüğü, birkaç defa yazarım.					
47 Sözcük listeleri yapar ve bu listeleri tekrar ederim.					
48 Anlamı pekiştirmek için, sözcüğü tasvir eden resimlerle kartlar hazırlarım.					
49 Derste, sözcükle ilgili notlar alırım.					
50 Kitabımdaki sözcük bölümlerini gözden geçiririm.					
51 Sözcük listeleri içeren kayıt, kaset ya da CDler dinlerim.					
52 Nesnelerin üzerine İngilizce adlarının yazdığı kartlar ve etiketler koyarım.					
53 Bir "sözcük defteri" tutarım.					
54Medyadaki İngilizce yayınları kullanırım. (Örneğin, şarkılar, filmler, haberler)					
55 Öğrendiklerimi, sözcük testleri ile kontrol ederim.					
56Öğrendiğim sözcükleri tekrar etmek için boşluk doldurmalı kelime alıştırmaları yaparım.					
57 Yeni sözcüğü kullanmaktan kaçınırım; onun yerine başka sözcükler kullanırım.					
58 Zaman içerisinde sözcüğü sürekli tekrar ederim.					
59.Yeni sözcüğü, aklıma getirdiği diğer sözcükleri kullanarak öğrenirim. (Örneğin, snow: winter, cold, white, coat, v.b.)					
60. Bu listede yer almayan diğer stratejileri kullanırım. Örneğin.....					