# T.C. KOCAELİ ÜNİVERSİTESİ
## SOSYAL BİLİMLER ENSTİTÜSÜ
## YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
## İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

# AN ANALYSIS TOWARDS THE PROSPECTIVE EFFICACY OF THE DIVERSITY IN VOCABULARY LEARNING STRATEGIES OVER TASK PERFORMANCES IN SECONDARY SCHOOL EFL CONTEXT

## (M.A. THESIS)

## FATMA ÜNKÜR

## KOCAELI, 2019

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**M.A. THESIS**

**ENGLISH LANGUAGE TEACHING PROGRAM**

**FATMA ÜNKÜR**

**ASSISTANT PROFESSOR DR. MEHMET ALTAY**

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Tezin Kabul Edildiği Enstitü Yönetim Kurulu Karar ve No:..26.062019 /18

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**İLGİLİ MAKAMA**

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Okulumuz 25903524538 TC kimlik numaralı İngilizce Öğretmeni Fatma ÜNKÜR' ün 5-B sınıfında "Vocabulary Learning Strategies" konulu tez çalışması kapsamında uygulama yapması müdürlüğümüzce uygun görülmüştür.

<div align="right">

Cengiz DEMİRBAŞ

Okul Müdürü

</div>

*To my students who helped me love teaching*

## ACKNOWLEDGEMENTS

First and foremost, I would like to thank my supervisor, Dr. Mehmet ALTAY who has been the light to guide me throughout the process of writing up this thesis. This work would never have been possible without his continual support, and enthusiastic encouragement. He has always been ready, willing and able for any issue of my interest at any time. I would like to express my deepest appreciation for his patience, insightful guidance, and constructive feedback.

I also owe Associate Professor Banu Inan KARAGÜL and Associate Professor Doğan YÜKSEL a debt of gratitude for their ongoing collaboration with our department during both B.A and M.A studies. I also would like to thank Assistant Professor Dr. Orhan KOCAMAN for being a member of the jury and providing me with his constructrive feedback and valuable knowledge about the research. I gratefully acknowledge the help provided by Associate Professor Sibel KAYA during the process with her constructive comments and guidance.

I would like to express my appreciation to my friends Nalan Erçin, Duygu Arslan, and Zehra Çoban who contributed a lot to the process with their endless support and kindness.

I would like to give my tender thanks to my school director, Cengiz DEMİRBAŞ for facilitating my work during the process and his support and particular interest in my M.A. studies. Besides, my deepest regards go to my dearest colleague Nergis KURT ÖZKAN for supporting me as best as she could throughout this journey.

I am particularly grateful to the help provided by English language teachers who partook in my survey and shared their valuable expertise, points of view and experiences.

Finally, I am indebted to my family for their life-long support and trust in me, especially my mum who has always cared for me like a baby, and urging me to take a further step in life.

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# ABSTRACT

This quasi-experimental study set out to explore the prospective effectiveness of different category of vocabulary learning strategies (VLSs) on secondary school students' (5th, 6th, 7th, and 8th grade students)  task performances. The research also aimed at finding out the effect of VLSs training on the students' scores in vocabulary levels test. In addition, the research included uncovering the vocabulary learning strategies mostly used by secondary school students and the rates regarding the helpfulness of the strategies by asking English language teachers. This research took place at a secondary school EFL context, namely at a 5th grade class consisting of 21 students in Ataşehir, Istanbul and lasted for twelve weeks. For data collection, students were given tasks following each biweekly VLSs training, and a questionnaire was distributed to 323 teachers who teach English at secondary schools in different regions of Turkey. The data were analyzed on SPSS 15. The findings indicate that the students performed better during the Social-Consolidation strategies weeks, however, they achieved relatively lower scores during the Metacognitive strategies training. The findings of the survey show that the strategies most commonly used by secondary school students are word lists, asking teacher for an L1 translation, analyzing any available pictures or gestures and taking notes in class. The strategies that English language teachers consider helpful for vocabulary acquisition are using English language media, analyzing any available pictures or gestures, studying words with a pictorial representation of its meaning, flash cards, taking notes in class, connecting the word to its synonyms and antonyms, saying new word aloud when studying, associating the word with its coordinates, connecting the word to a personal experience, keeping a vocabulary notebook, and interacting with native speakers.

**Keywords:** vocabulary learning strategies, secondary school students, vocabulary acquisition

## ÖZET

Bu yarı deneysel çalışma farklı kelime öğrenme strateji kategorilerinin ortaokul öğrencilerinin (5., 6., 7. ve 8. sınıf öğrenciler) kelime quizi performansları üzerindeki etkisini incelemeyi amaçlamıştır. Araştırma ayrıca kelime öğrenme stratejileri eğitiminin öğrencilerin kelime testi başarılarını ölçmedeki etkisini bulmayı amaçlamıştır. Buna ek olarak, araştırma ortaokul öğrencileri tarafından çoğunlukla kullanılan kelime öğrenme stratejilerini ve İngilizce öğretmenlerinin bu stratejileri ne derece yararlı bulduğunu bulmayı kapsamaktadır. Bu araştırma İstanbul ilinin Ataşehir ilçesinde bir ortaokulda 21 öğrenciden oluşan bir 5. sınıfta gerçekleşmiş ve 12 hafta sürmüştür. Veri toplama için, her iki haftalık bir strateji kategorisinin eğitiminin ardından öğrencilere kelime quizleri verilmiştir. Ayrıca öğretmenlere yönelik Türkiye genelinde bir anket yapılmış ve ankete 323 öğretmen katılmıştır. Veriler SPSS 15 programında incelenmiştir. Bulgular öğrencilerin Sosyal-Pekiştirme stratejileri haftalarında daha çok başarı gösterdiğini fakat Üst Bilişsel stratejileri eğitimi esnasında düşük performans sergilediğini göstermiştir. Anket sonuçlarına göre, ortaokul öğrencilerinin en çok kullandığı kelime öğrenme stratejileri kelime listeleri, öğretmene kelimenin anadildeki karşılığını sorma, kelime ile ilgili mevcut resimleri inceleme ve sınıfta kelimeleri not almadır. İngilizce öğretmenlerine göre kelime öğrenme için en yararlı stratejiler İngilizce kitle iletişim araçları, kelime ile ilgili mevcut resimleri inceleme, kelimenin anlamını resmiyle birlikte çalışma, kelime kartları, sınıfta kelimeleri not alma, kelimeyi eş anlamlısıyla ve zıt anlamlısıyla birleştirme, kelimeyi çalışırken yüksek sesle söyleme, kelimeyi bağlı bulunduğu grupla ilişkilendirme, kelimeyi kişisel bir deneyimle bütünleştirme, kelime defteri tutma ve anadili İngilizce olan kişilerle konuşmadır.

**Anahtar kelimeler:** kelime öğrenme stratejileri, ortaokul öğrencileri, kelime öğrenme

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## LIST OF ABBREVIATIONS

**COG** :Cognitive Strategy

**DET** :Determination Strategy

**EFL** :English as a Foreign Language

**L1** :Mother Tongue

**L2** :Target Language

**LLSs** :Language Learning Strategies

**MoNE** :Ministry of National Education

**MEM** :Memory Strategy

**MET** :Metacognitive Strategy

**SPSS** :Statistical Packet of Social Sciences

**SSS** :Secondary School Students

**VLSs** :Vocabulary Learning Strategies

**INTRODUCTION**

This research aimed at exploring the prospective effectiveness of different Vocabulary Learning Strategies (VLSs) categories on secondary school students' task performances and Vocabulary Levels Test scores. It also set out to find out the VLSs used by secondary school students as well as the strategies that English language teachers find useful for vocabulary acquisition. The Vocabulary Levels Test was prepared with the words taken from the coursebook that the students followed. The research lasted for twelve weeks, and in each two week periods the participants were taught a specific vocabulary set through a special category of VLSs. Following each training, they were given a task in the class to assess their knowledge of those words. After the treatment ended, the Vocabulary Levels Test was given to both the experimental group and the control group. The findings reveal that there is a significant difference between the scores of the experimental group and the control groups. The findings of the task performances indicate that the students achieved higher scores during the Social-Consolidation strategies training whereas they performed relatively lower scores during the Metacognitive-Strategies. In addition to this, the findings obtained from the questionnaire support this finding in that secondary school students across Turkey are in tendency to make use of word lists and pictures during vocabulary learning and asking teacher for L1 translation. Besides, teachers value studying words with their pictures, word association as well as using English language media for vocabulary learning.

**CHAPTER I**

**1.INTRODUCTION**

**1.1 INTRODUCTION**

The English Language has taken a substantial role in different fields such as education, science, arts, business, medicine, politics, and sports in recent decades, and thus it has become the dominant language for international communication. As Kachru (1990, p.5) put it: "It is now well-recognized that in linguistic history no language has touched the lives of many people, in so many cultures, and continents, in so many functional roles, and with so much prestige, as has the English language since the 1930s". It is a lingua franca of the world so it serves everywhere, in different contexts, and in diverse functions.

"The role of vocabulary learning is a *sine qua non* of language education" (Altay, 2015, p.1). What it essentially means is that it is an indispensable part of teaching a foreign language. A great number of researchers regard vocabulary as a crucial component of language learning (Coady & Huckin,1997; Harley,1996; Nation, 2001; Read, 2000). In all of these studies, it is specifically emphasized that vocabulary is fundamental since it is "basic building blocks of language" (Brown, 2001, p.377). Without vocabulary, no single language skill can stand alone on its own. It makes great sense to integrate vocabulary into the other language skills so that they can be interwoven and create a meaningful outcome together.

Akın and Seferoğlu (2004) state that language learners are supposed to enrich their vocabulary so as to communicate their intended meanings in a more explicit and suitable way. Accordingly, teachers are expected to create an awareness into learning new words as well as enable learners to broaden their vocabulary repertoire through different means. Huyen and Nga (2003), amenable on the same position, propose that students should master a certain number of words in order to sustain an effective communication in a foreign language. At this point, Nation (2002) posits that teaching English vocabulary should be done in a well-organized manner; in this regard vocabulary teaching is more than simply providing learners with a list of words or

phrases and asking them to memorise the list but teaching them how to learn new vocabulary by themselves and how best to use them in a suitable context, accurately, appropriately and flexibly. This can happen through teaching students vocabulary learning strategies (Schmitt, 1997). This strategy-based vocabulary learning such as analysis of contextual clues, use of dictionaries or identification of part of speech can enable learners to take control of their own learning, and thus become more autonomous language learners (Baumann, Edwards, Boland, Olejnik & Kame'euni, 2003). Therefore, vocabulary learning strategies have a substantial role in developing autonomy on learners by guiding them through self-learning.

## 1.2 BACKGROUND TO THE STUDY

Human beings inevitably depend on a language to communicate their ideas, their needs and some other experiences they have during their daily life. Whether it is a sign language, body language or a written mode of communication, it is common knowledge that words are a prerequisite to transmit what is in the minds. As Nunan and Carter (2001, p.103) stated, vocabulary is an "important aspect of language development". Vocabulary in general is an essential part of a language since no matter how complex grammar rules or sentence structures people have a command of, it is the vocabulary that conveys the message and the meaning during a conversation. Similarly, Harmer (1994, p.153) stresses that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". It is surely beyond doubt that there is no situation in which grammatical rules are merely relied on, without any words. Therefore, vocabulary is to be handled properly together with the other subcategories of a language.

As a means to teach or learn the English language, more and more interactive approches and methods have been developed so that they can yield better results in the journey of learning English. Nunan (1996) states that "Language classrooms should have a dual focus, not only teaching language content but also on developing learning processes as well" (p.41). Accordingly, recent approaches support the idea of learners' taking responsibility of their own learning rather than transmission of knowledge from teachers. In parallel with that view, Oxford (1990) affirms that the concept "strategy" refers to purposive action for attaining a goal. "Learning strategies are specific actions

taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8).

This strategy-based language teaching can be based on Constructivism. The basic premise of Constructivism is that students construct their own learning and meaning by drawing on their own experiences influentially (Fosnot, 1996; Steffe & Gale, 1995). According to this theory of learning, students should fully participate in their own learning processes, which can give rise to an extensive and productive understanding of knowledge and hence use that knowledge creatively (Clements & Battista, 1990). The key concepts to be highlighted in this theory are students' own experiences and their active role in the learning process. In this regard, students can construct the knowledge by means of their own experiences (von Glasersfeld, 1989).

On the grounds of this theory, what students need to learn is not the knowledge which is always presented by the teacher but the strategies that they can always lean on to manage their own learning. "Using proper strategies directly affects learning a foreign language"(Kocaman, 2015, p.3). Students who know how to use appropriate strategies in developing their language skills may forge ahead the ones who do not use any strategies at all. Liu (2004) found a strong correlation between language learning and English proficiency. Based on the related studies, Liu emphasized the fact that as students use more strategies, they become more proficient, which points out that learners who do not make use of adequate strategies, prove inadequate in learning a language. Oxford (1990) substantially promotes this view of self-directed language learning in order for students to actively develop their language skills. She contends that "Self-direction is particularly important for language learners, because they will not always have the teacher around to guide them as they use the language outside the classroom" (p.10) .

When the issue is vocabulary and its instruction, learners need to develop their vocabulary skills so as to communicate their intended meanings more influentially. Students' vocabulary knowledge is a continuous process which develops in time because they relate to new words, see the words in examples and learn how to use them in different sentences, and use them correctly in diverse contexts (Snow, Griffin & Burns, 2005). Learning a wide range of vocabulary learning strategies is of paramount importance for learners. According to Nation (2001), vocabulary teaching is

something beyond teaching a certain number of words but "equipping learners with strategies necessary to expand their vocabulary knowledge" (Miressa, 2014, p.581). In this way, when they encounter new vocabulary, thay can depend more on the strategies than the teacher and make meaning, consequently manage their own learning process. With this significant detail in mind, a variety of issues are to be taken into consideration when teaching the learning strategies, namely "proficiency level, task, text, language modality, background knowledge, context of learning, target language, and learner characteristics" (Chamot & Rubin, 1994, p.772). In the pursuit of this outcome, a well-organized vocabulary learning strategies training may satisfy the needs of the learners who aim to get the utmost benefit from vocabulary instruction.

## 1.3 STATEMENT OF THE PROBLEM

It has always been accepted that vocabulary has an indisputable function in language learning. In this regard, learners' attention has been shifted towards the vocabulary as a crucial component of language learning, but a tough process at the same time. As stated by Swan and Walter (1984), "Vocabulary acquisition is the largest and most important task facing the language learner"(p.vii). What they postulated is consistent with what Thornbury (2002, p.160) pointed out: "It may be the case that mastery of the grammar system depends on there being a critical mass of vocabulary to work with". It seems that vocabulary learning has never lost its popularity, therefore, it needs to be given special attention in language learning. The point of departure for the current research is how to increase learners' vocabulary levels, and most importantly, enable learners to undertake the responsibility of vocabulary learning.

## 1.4 PURPOSE OF THE STUDY

Vocabulary learning stands out to be an important, yet challenging, dimension of language learning. The main aim of the study is to shine new light on vocabulary teaching through an examination of a diversified vocabulary learning strategy categories in teaching vocabulary to secondary school students (SSSs). The deepest point to be under investigation is on the effectiveness of this diversity on students' task performances as well as their vocabulary levels.

## 1.5 SIGNIFICANCE OF THE STUDY

In his investigation into strategy training, McDonough (1995) reaches the conclusion that strategy training may be preferable for beginning learners. Few researchers have addressed the issue of vocabulary learning strategy training in secondary school EFL context (e.g. Astika, 2016; Kocaman, 2015). Therefore, this study makes a major contribution to the field of vocabulary learning strategies in secondary schools for learners of English as an L2.

## 1.6 LIMITATIONS OF THE STUDY

It is plausible that this research may have certain limitations. To begin with, there was only one experimental group partaking in the research, there should have been more groups taking this treatment so as to get more straighthead results. Another downside factor was that the vocabulary selected for the treatment was limited to the vocabulary covered in the four modules of the coursebook followed throughout the semester.

## 1.7 RESEARCH QUESTIONS

The specific research questions to be addressed in this research were as follows:

1) How are the groups of Vocabulary learning strategies distributed in accordance with their use by the secondary school students who study EFL in Turkey?

2) How do English language teachers regard Vocabulary Learning Strategies considering their helpfulness?

3) Does a focus on certain strategy groups have a significant effect over students' task performances?

4) Does such a focus also contribute to the vocabulary levels of the students?

## 2. REVIEW OF LITERATURE

## 2.1 INTRODUCTION

In this chapter, the review of the related literature of the research is presented. Initially, the theoretical framework of English language teaching is introduced followed by the background to vocabulary teaching. Then, the current trends in teaching vocabulary are presented along with language learning strategies. Finally, vocabulary learning strategies and its subcategories are investigated as they are the specific scope of this research.

## 2.2 THEORETICAL FRAMEWORK

Words have always been attached greater importance in linguistics and language pedagogy. Embracing the issue in a more vigilant way, it is seen that, Ferdinand de Saussure (1966), the father of modern linguistics, contended that sign is the central unit of meaning. A sign consists of a signifier and a signified. Simply put, a signifier refers to sound, word, or image associated with the sign (e.g. an apple) whereas a signified refers to the mental concept related to the sign (the idea of an apple). Stated differently, a sign is the relation between the physical existence of the concept and the mental representation of that concept. It is apparent that one of the primal elements that constitute a signifier is a word.

Turning the steps towards the more recent examples, it is also possible to see remarkable cases. For instance, Steven Pinker (1999), in his thorough examination of the cognitive system of human beings in his book "Words and Rules", posits that as compared to regular verbs, irregular verbs are learned as if they were completely new words and then located in the mental lexicon (e.g catch-caught). However, regular verbs are contingent upon rule setting (e.g. play-played). In case of an encounter with a new word, the cognitive system of human beings scans the word in the mental lexicon, and if the word is not there, then it makes reference to the rules of regular

verbs. Accordingly, irregular verbs are not formed by rules, but they are lexical items kept in a different section of the memory. In that case, regular verbs take more time to remember in contrast with irregular verbs. As can be figured out from these examples, such studies carried out on *words* are of paramount importance in understanding both theory of language and theory of language learning.

When the issue is the latter, it is blazingly obvious that each of the learning theories aspired to the word learning process in a different way. To start with, Behaviorism treats language learning as habit formation by means of repetition and reinforcement. In this regard, "Skinner (1957) criticises meaning as an explanation of behaviour" (Andery, Micheletto & Serio, 2005, p.164). Skinner (1957) notes that "meanings are to be found among the independent variables in a functional account of verbal behaviour (p.14). He is definitely against the idea that the word is "the unit of analysis for verbal behaviour" (Andery et al., p.164). What he puts forward in relation to verbal behaviour is "a unit of both form and meaning" (Skinner, 1957, p.20). A more concrete version of the theory is visible in the Audiolingual Method, in which it is stated that "The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation…" (Rivers, 1964, p.19). This time, the word finds its meaning in the context in which it is surrounded, be it a paragraph or culture.

Feeding from the premise that language learning is a cognitive process, cognitive-code learning emphasises mental effort through meaningful practice. The Silent Way fits well into this theory. As an example, Gattegno (1972) regards vocabulary as a main dimension of learning a language and selection of vocabulary as vital. Briefly to say, he categorises vocabulary into different word classes, such as semi-luxury vocabulary (such as food and clothing), luxury vocabulary (such as political and philosophical terms), and functional vocabulary (such as pronouns and numbers).

Creative-construction hypothesis views language learning as a creative process of meaning making and language production. Task Based Language Teaching lends itself to this theory. As stated by Ellis (2003), a large amount of vocabulary is necessary for students to be able to perform tasks. In addition, Leaver and Willis (2004, cited in Richards & Rodgers, 2014, p.180) note that:

> "Ellis (2003) argues strongly that syllabuses should begin with a communicative task based module with an emphasis on rapid vocabulary gain, and then later, at an intermediate level, incorporate a code-based module. By this time learners will already have required a rich vocabulary along with many basic structures and patterns."

It is evident that vocabulary has a prominent role in achieving well in tasks. Interactional theory, as the name suggests, tackles language learning as an interactive process with a primal focus on negotiation of meaning. It would be appropriate to say that Communicative Language Teaching reflects this theory, and it embraces vocabulary leaning, though not systematically, in a more implicit way (Schmitt, 2000). As Longhurst (2013, p.15) puts it: "Incidental vocabulary acquisition within the framework of CLT means that a student acquires vocabulary through the mere use and exposure to the language while focusing on the more important aspect of communicative language ability". That is to say, vocabulary is learned in an implicit way, via exposure to text-based and task-based materials.

Constructivist theory dedicates itself to the view that language learning arises out of learners' construction of meaning as an internal process (Williams & Burden, 1997). A significant method that represents this theory of learning is Whole Language which holds a holistic approach to language learning. This view of language rejects the position that the process of acquisition proceeds from letter recognition, and later letter clusters, then words and streches out to reading a text (Bomengen, 2010). Rather, it purports language learning as a whole, without dividing its components such as grammar or vocabulary.

Sociocultural learning theory, or social constructivism has a somewhat different understanding of language learning, and it clearly asserts that language learning results from "dialogue between a learner and a more knowledgeable other person" (Richards & Rodgers, 2014, p.27). The utility of this theory is visible in text-based instruction. As an example, Pham and Nguyen (2017) implemented a text-based vocabulary instruction in a tertiary level EFL context and this kind of instruction had a positive influence on learners' reading scores and learners had favourable attitudes towards the instruction.

## 2.3 BACKGROUND TO TEACHING VOCABULARY

The history of vocabulary teaching is as old as the time itself. Words and their meanings have been discussed by linguists and other specialists throughout the history (Carter & McCarthy, 1988). What triggered the first use of the terms "vocabulary" or "words" is not specifically known, but John Locke wrote a book called "Remedies of the Imperfection and Abuse of Words" in 1690 and suggested describing concrete words by pictures instead of definition or paraphrase, which may be the first step into teaching vocabulary. Similarly, François Gouin had difficulty in learning German, therefore, in 1880 proposed a system for learning vocabulary in "sequences of actions and processes" (Carter & McCarthy, 1988, p.39). Then, The Vocabulary Control Movement came to be known as it set out to "make vocabulary easier by limiting it to some degree" (Schmitt, 2000, p.15). The other premise that the movement adopted was to use regular standards to choose the most useful words. The words to be on the list were chosen by a number of criteria:

1."Word frequency

2. Structural value(all structural words included)

3.Universality (words likely to cause offence locally excluded)

4.Subject range (no specialist items)

5.Definition words (for dictionary making, etc)

6.Word-building capacity

7.Style ("Colloquial" or slang words excluded)"

(Howatt, 1984, p.256)

In 1945, Fries touched upon vocabulary with a different perspective. In his book "Teaching and Learning English as a Foreign Language", what he emphasised most was not learning primarily vocabulary, but the sound system and grammar rules of the language, meaning that sufficient basic vocabulary can serve the needs of the learners. Structuralism and Contrastive Analysis evaluated vocabulary to the extent that it "resembled or differed from the learner's L1" (Carter & McCarthy, 1988, p.41).

If the vocabulary is similar to L1, it is much easier to learn it, if it has a somewhat different structural patterning, it is harder to acquire it. During the period 1945-1970, there was no constant theory of vocabulary on its own, the focus was only on selection and grading of vocabulary. Higa (1965) was an important figure who coped with the difficulty of vocabulary as a psycholinguistic aspect. After 1970's, there was a tendency towards giving vocabulary a substantial role in learning English. Wilkins (1972) was a prominent example for this change as he put a great value on meaning in the functional/notional syllabus. He also thought that vocabulary did not get enough attention in the audio-lingual years. As stated by Carter & McCarthy (1988, p.42), "While it is indeed true that to learn nothing but words and little or no structure would be useless to the learner, useless too would be to learn all the structure and no vocabulary". This statement verifies the fact that to convey what is meant to be stated, vocabulary is needed more than the grammar structures, but there is one thing worthy of mention: Vocabulary cannot serve this purpose alone, it is ultimately necessary to learn the structure of the language. Wilkins (1972) put forward the term *lexical semantics* in order to assist the process of the acquisition of meaning. Then, in 1972 and 1973, Twaddell made an argument against viewing vocabulary teaching as only selection of words, he posited that instead of teaching students all the words, it is much more practical to teach them guessing strategies which they can always depend on when they see new vocabulary in different texts. This was the first time that vocabulary learning was conceived as a language skill rather than word lists to be memorised one by one. Reading comprehension necessiates the use of the guessing skill. Therefore, students can improve their guessing strategies through extensive reading (Connoly,1973). However, it was also argued that just extensive reading was not sufficient on its own for vocabulary development. Donley (1974) claimed that learners should be enlightened about the internal structure of the lexicon. Not only the sound differences of the words, (e.g.know and now), but also their meaning differences (e.g. walk and march) should be presented to the attention of the learners. In this way, learners can analyze the examples, compare and contrast them, find out the similarities and differences, and draw conclusions by themselves. Another point to be taken into account is that learners should see the words in context, not in isolation. The context can give clues about the meaning of the word. Besides, Lord (1974) proclaimed about vocabulary teaching and he supported vocabulary learning with the intent of the

acquisition of meaning. Likewise, Brown (1974) supported the use of collocations and aroused interest to contextual clues, and Nilsen (1976) advocated lexical semantics in vocabulary teaching. It seems that vocabulary learning started to take on a regular and elaborate dimension.

## 2.4 CURRENT TRENDS IN VOCABULARY TEACHING

As Allen (1983, p.5) noted, "Lexical problems frequently interfere with communication; communication breaks down when people do not use the right words". This statement emphasises the value of vocabulary in the communication process. Nation (2001) adds to this with his view that even learners who have a higher level of language competency and performance feel a need to learn vocabulary because it is difficult to convey your message without having sufficient vocabulary. Consequently, Meara (1996, p.35) posited that "Lexical competence is at the heart of communicative competence" . Vocabulary knowledge is a continuous process and it takes time to learn examples and use the word in a sentence in the right context (Snow, Griffin, & Burns, 2005). In an attempt to achieve a good standard in vocabulary, there have been a tremendous change from the traditional approaches to the recent methods in handling vocabulary. To exemplify this, there is a body of research which shows that there is a strong relation between knowing words and understanding texts (Beck, McKeown & Kucan, 2008; Parry, 1991; Zimmerman, 1997). This is because learners can make use of contextual clues to guess the meanings of new words, and infer meanings by activating their schematic knowledge (Hague, 1987; McCarthy,1990). Therefore, context provides learners with a sound learning opportunity in that it facilitates vocabulary learning.

This interpration contrasts with that of Hulstijn, Hollander and Greidanus (1996) who argue that contextual input is not sufficient on its own for vocabulary acquisition. There are also other dimensions to be taken into account such as learners' learning styles, their proficiency levels, their ethnic and linguistic backgrounds (McKeown, 1985; Qian, 1996). What is more, it is noteworthy to show regard to the difficulty and quantity of the contextual clues (Shen, 2003). Taken all together, vocabulary acquisition does not occur all at once, but draws on multiple sources at the same time.

In relation to all the factors mentioned above, Figure 1 illustrates the continuum from decontextualized to contextualized vocabulary learning tools, namely the shift from isolated means to learn vocabulary to learning vocabulary within language skills.



**Decontextual**       **Contextual**

| | | |
|---|---|---|
| 1. word list | 1. word grouping | 1. listening |
| 2. flashcards | 2. word/concept association | 2. speaking |
| 3. conventional use of dictionary | 3. imagery: aural and visual | 3. reading |
| | 4. keyword | 4. writing |
| | 5. physical response | |
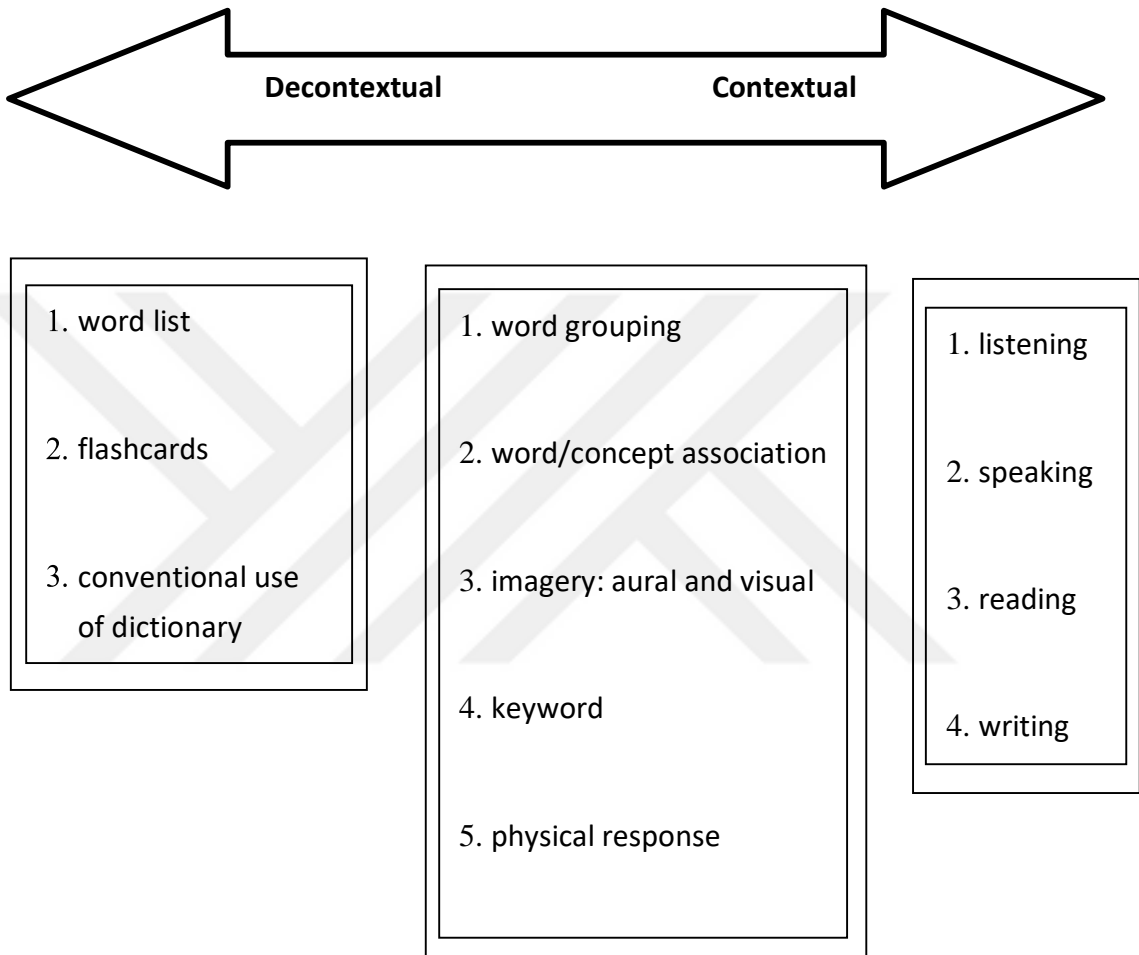
*Figure 1.* **A dynamic classification of decontextual and contextual vocabulary**

**learning strategies (Shen, 2003)**

Figure 2 shows that traditional approaches focus on word lists in isolation, bilingual dictionaries or the memorisation of vocabulary together with its mother tongue equivalents. In contrast, the current trends not only attach importance to the context where the new vocabulary is introduced, taught and consolidated through word groups, association of words with other concepts, aural and visual imagery, keyword

technique or employing action to learn words, but also the interconnectedness of vocabulary with other language skills.

## 2.5 PROCESSES THAT AFFECT VOCABULARY LEARNING

There are three factors that have a significant effect on learning and remembering vocabulary. These include noticing, retrieval, and use (Nation, 2001). For the sake of clarity, they are going to be handled on an individual basis as each of them has a vital role in the vocabulary acquisition process.

### 2.5.1 Noticing

According to Oxford Advanced Learner's Dictionary, the verb "notice" means paying attention to an item. This underlines the fact that it is necessary for learners to notice the word, and realize its use in the sentence (Nation, 2001). In a similar vein, Schmidt (1990) remarks that the primary condition to learn something is to initially notice it. He also stresses that noticing does not lead to acquisition by itself, but it is the vital starting point. The factors that affect noticing a word are salience of the word in the text, learners' background knowledge related to the word, and realising that the new word fills a gap in their vocabulary (Schmidt & Frota, 1986). Noticing also happens by using a dictionary for a word search, studying a word consciously, guessing the word from the context, or word explanations by other people (Nation, 2001). It is obviously seen that there is no single magic wand that treats vocabulary learning, but many which complement one another during vocabulary learning.

Motivation is another factor that plays a crucial role in noticing. Nation (2001) notes that the content in which the words are presented can influence learners' motivation, and thus noticing the words. Along similar lines, Dörnyei (2001, p.5) posits that "Without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language". Elley (1989) exemplifies this with his study on learners by two different stories. One story was confusing, not so interesting, and did not have any humour. The other was a good example in that it aroused learners' interest, and enabled them to engage in and learn the words. In this sense, teachers are to be knowledgeable about their learners' interests and the kind of stories that they are more likely to attend to. Nevertheless, there can be a mismatch between what teachers consider stimulating for learners and what learners find exciting

(Bawcom,1995). Therefore, it is the utmost role of the teacher to strike a balance between pedagogy and entertainment.

Negotiation is another process which affects vocabulary learning. For instance, according to Newton (1995), negotiated words are more likely to be acquired than the ones that are not negotiated. In his study, it was found that the ratio of learning through negotiatiated words than non-negotiated words was 75% to 57%, which means that negotiation fostered vocabulary learning only by 20%. Likewise, the study by Ellis, Tanaka and Yamazaki (1994) showed that negotiation is a supportive factor for learning, it is time-consuming, though. Therefore, although negotiation is a beneficial process for vocabulary learning, it is not sufficient on its own. It is ideal to complement it with other means to learn vocabulary (Nation, 2001) . These findings suggest that negotiation is a useful but an inedequate process for vocabulary development.

Word definitions are valuable tools for fostering vocabulary development. The study by Brett, Rothlein and Hurley (1996) indicate that explaining new words chiefly during storytelling upgrades learners' vocabulary learning. Besides, using dictionaries to find the meanings of new words boosts vocabulary acquisition (Schmitt, 2010). It stands to reason that word definitions and use of dictionaries alike contribute to the vocabulary development.

### 2.5.2 Retrieval
Retrieval is the other process that promotes remembering a word (Baddeley, 1990). It occurs once a word has been noticed and its meaning understood from the context either by teacher explanation or using a dictionary. Retrieving that word during a task will strenghten its being learnt (Nation, 2001). The retrieval process may be either receptive or productive. During the receptive retrieval process, learners recognize the word and perceive its meaning in listening and reading. The productive retrieval process comprises being able to use the word in the right context and during speaking and writing.

Repetition is another influential agent for retrieval to be effective (Stahl & Fairbanks, 1986). Baddeley (1990) posits that it is not rote repetition which supports the learning process, but the process which provides learners with the scope to retrieve the word. This depends on meeting the word a couple of times in a variety of contexts both written and spoken. What Baddeley remarks in parallel with retrieval is that each

time learners encounter the word, they make a strong tie related to its form and meaning, correspondingly, this enables them to retrieve the word in forthcoming tasks.

Learners' vocabulary size signifies the number of words they have a command of. An example of this is the study carried out by Nation (2012) in which Vocabulary Size Test was conducted on non-native speakers studying at an English speaking university and he found that they have a vocabulary size round 5,000-6,000 word families. The second major finding was that whereas a 13 year old native speakers' vocabulary size is around 10,000-11,000 on average, a non-native PhD student's is approximately 9,000. Taken together, these results suggest that the broader the vocabulary size, the greater the quantity of language.

The number of times that the new word is met has an impact on the retrieval of the word. That is to say, "Lexical acquisition requires multiple exposures to a word" (Schmitt, 2000, p.137). This is exemplified in the work undertaken by Nagy (1997) who suggests that learning a word from a single exposure during reading is only between 5%-14% thereabouts. It is further exemplified by Nation (2001) who propose that for a word to be learned, five to sixteen or more repetitions is required. Schmitt (2000) states that without recycling, the words that have been learned partially, are prone to be forgotten. Collectively, these studies outline a critical role for recycling in the vocabulary acquisition process.

### 2.5.3 Creative or Generative Use
Generative processing is an influential factor that affects L1 or L2 vocabulary learning. It takes place in an attempt to "make the transition from receptive vocabulary knowledge to productive vocabulary use, in other words, to turn our learners into active users of specialized vocabulary" (Carter, 1987, p.134). In this case, learners use the new words productively within proper contexts such as real-life situations, role plays or presentations.

## 2.6 WHAT DOES KNOWING A WORD ENTAIL?

Vocabulary learning does not happen all at once, rather it is a continuous process in a long period of time as a consequence of a variety of exposures. Nation (2001) presents the knowledge that a person is to grasp so as to know a word. He divides word knowledge into three broad types (p. 27). The first one is *form* which

comprises a) spoken and b) written forms of the word as well as c) the word parts recognizable in the word and which are necessary to express the meaning. The second one is *meaning* which incorporates a) form and meaning, namely what message this form conveys, b) concepts and referents, the content of the concepts and the items that the concept refers to, and c) associations which make us think of other words. The third category is *use* which includes a) grammatical functions of the word, b) the collocations of the word, c) the register of the word, which signals the formal and informal aspects of the word, and d) the frequency of the word. Considering all the stated factors, word knowledge seems to be a comprehensive process consisting of a number of facets, and it is illustrated in Figure 2 below.
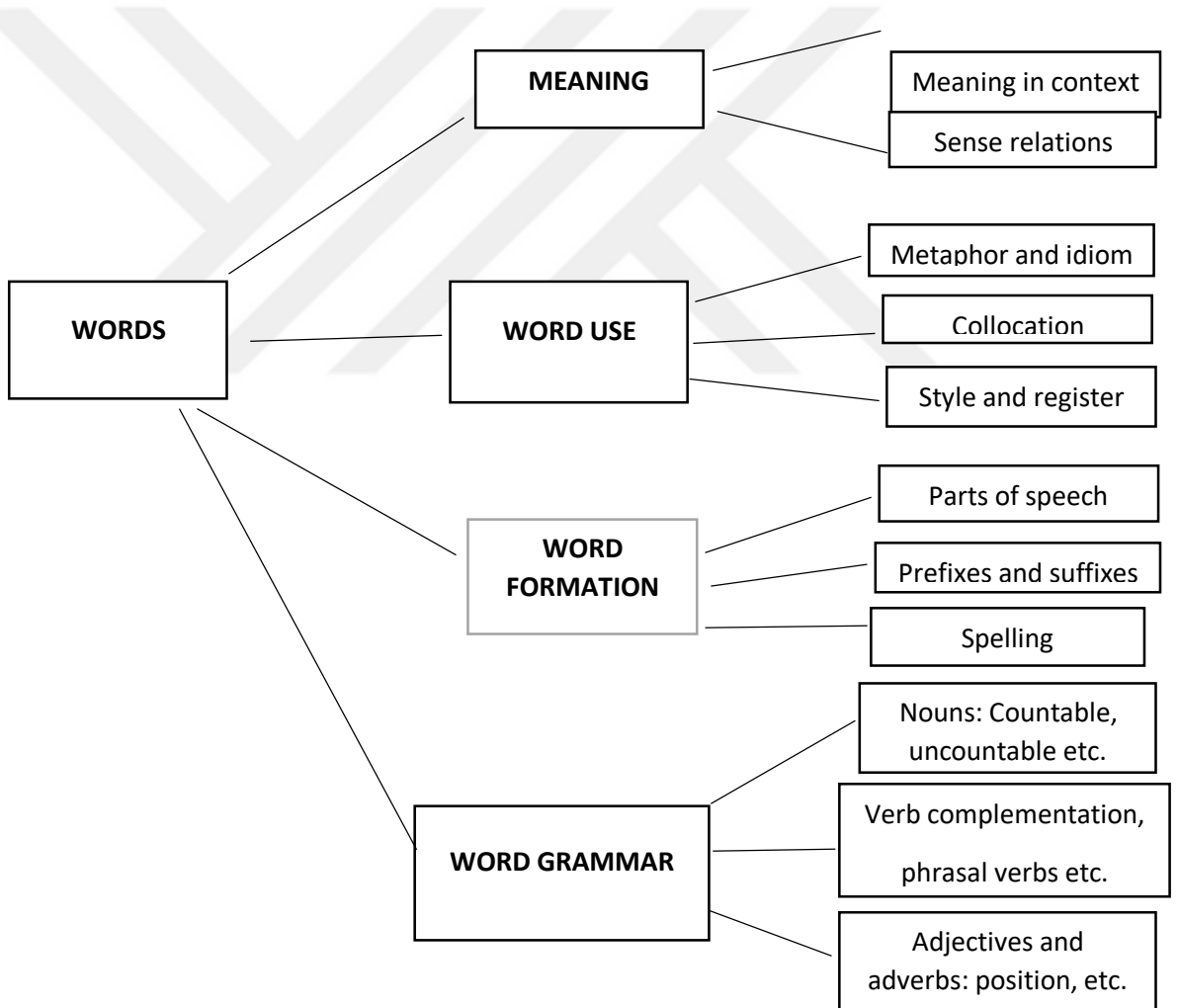


*Figure 2* **: Knowing a word (Harmer, 1991, p.158)**

In Figure 2, it is apparent that knowing a word entails a variety of aspects, namely meaning, word use, word formation, and word grammar. Each of these aspects has a set of elements that word knowledge is based on. For instance, in order to use a word, one must know which sense it is specifically attached to, how to use it in a sentence, where to position it among the other word groups in the sentence, how to make it plural, or even the group of words that it goes together (collocation). In addition, the aspects of word knowledge can be receptive or productive. A learner can recognize the word one form of a word (e.g. *philosophy*) yet, may not be able to know the other words in this word family; *philosophise, philosophical, philosophically* (Schmitt & Zimmerman, 2002). As regards the frequency of the word, Nation (2001) posits that a word is to be seen 5-16 or more times in order to be learned. How many times the word is to be exposed to depends on several factors such as how easy to process the word (saliency), how fundamental the word is to serve the learner's present needs, and whether the word is learned implicitly or studied in an explicit way (Schmitt, 2007). Therefore, vocabulary acquisition is an incremental process since each of the aspects of word knowledge are mastered at different time intervals. For instance, spelling of a word can be illustrated along a continuum below (Schmitt, 2007, p.749)

| Can't spell | knows some | phonologically | fully correct |
|---|---|---|---|
| *word* at all | *letters* | *correct* | *spelling* |

--------------------------------------------------------------------------------->
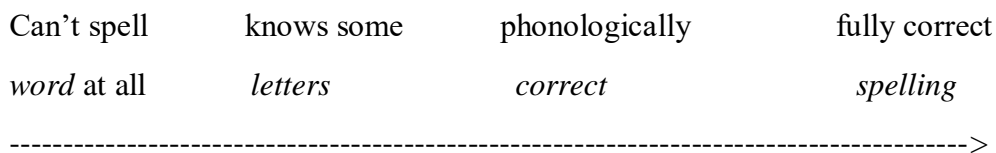
*Figure 3.* **Continuum of the mastery of spelling**

In this illustration, it is evident that vocabulary acquisition is a gradual process. Lexical knowledge is formed from different aspects of word knowledge, and these aspects may not be learned at the same time. This indicates that both learning the word and learning of the each word knowledge aspects are incremental in nature, and word learning is a complex but regular process.

Vocabulary learning needs special attention as in the case of all four language skills; listening, speaking, reading, and writing. Hulstijn et al. (1996, p.337) confirm the importance of individual focus on words followed by a reading processs. They provide several key notes on vocabulary learning:

"There is no doubt that extensive reading is conducive to vocabulary enlargement. However, reading for global meaning alone will not do the job. For words to be learned, incidentally as well as intentionally, learners must pay attention to their form-meaning relationships. Learners should therefore be encouraged to engage in elaborating activities, such as paying attention to unfamiliar words deemed to be important, trying to infer their meanings, looking up their meanings, marking them or writing them down, and reviewing them regularly" .

In the light of the notes above, it would be ideal to concentrate on vocabulary learning in a longer time period with different means to promote acquisition. This necessiates taking notes, using dictionaries to find meanings, and reviewing words on a regular basis. Using the word in a sentence is another critical means that merits a particular treatment to achieve vocabulary learning.

## 2.7 LANGUAGE LEARNING STRATEGIES

The terms language learning strategy or learner strategy which make reference to learners' efforts to learn are broadly accepted in L2 acquisition (Takac, 2008). There is no precise definition of language learner strategy (LLS), but a retroactive cursory glance provides a number of definitions as to what LLSs represent. According to Tarone (1981), LLSs are efforts to improve linguistic and sociolinguistic competence in L2. Weinstein and Mayer (1986) suggested that LLSs are manners and opinions which learners pursue during learning, and which are designed to have an impact on learners' encoding process. Rubin (1987) who tackled the issue in a more general sense, defined LLSs as any behaviour learners do to learn and regulate their learning. Chamot (1987) gave more details in respect of LLSs and suggested that techniques, approaches or purposive actions that learners adopt as a means to promote learning and remember both linguistic and content information could all be in the category of LLSs. Wenden (1987) defined LLSs as language behaviours that learners employ so as to learn and regulate their L2 learning processes, in terms of learners' knowledge about strategies as well as features of L2 learning.

Oxford (1990) defined strategies as actions taken by learners to gain more prospering results through self-driven learning. Ellis (1995) gave a more general description, stating that a strategy is a mental activity pertaining to a particular stage during language acquisition. However, Ridley (1997) stressed that strategies include procedures followed by learners either consciously or unconsciously. Cohen (1998) posited that strategies are processes consciously taken by learners so as to promote

their L2 acquisition through the phases of storage, recall, and application of information. Purpura (1999), however, reformulated the previous definitions of strategies, as conscious or unconscious behaviours adopted by learners during learning, use and testing of a language. It can be said that what all of the definitions mentioned above have in common is that LLSs contribute to learners' success in the L2 acquisition process. As Cohen (1998) put it, LLSs are not good or bad on their own, but they are potentially helpful for learners to progress in language tasks. It is linked with learners' being accustomed to using them freely while studying on their own.

Language learning strategies in general are processes language learners put to use in learning a language consciously or unconsciously (Richards & Schmidt, 2002). Learners make use of strategies in an effort to promote their learning in that they boost self-directed development actively as well as building up communicative competence (Oxford, 1990). This process enables learners to enhance their own learning resulting in "improved proficiency and greater self-confidence" (p.1). Thus, it is fair to say that as learners improve their proficiency, their self-confidence increases in a similar rate.

If the language learning strategies are incorporated into vocabulary learning, they can prove effective to gain more sustainable outcomes in the process of vocabulary learning. Therefore, learning vocabulary through strategies is suggested so as to facilitate vocabulary acquisition on more perennial rates. The following part reviews the literature on vocabulary learning strategies.

## 2.8 VOCABULARY LEARNING STRATEGIES

Current trends suggest a vast variety of techniques that facilitate the vocabulary learning process in a more effective way through different teaching principles ( e.g. Sökmen, 1997). However, learners can learn more vocabulary independent of the teacher, and what teachers can do is to create an awaress into vocabulary learning strategies (Schmitt, 2007). Nation (2001) highlights that vocabulary learning strategies (VLSs) should entail choice, because there are various strategies to select from. They should also involve complexity as strategies consist of several steps. He encapsulates that knowledge and benefit from training are necessary components for efficiency on vocabulary learning and use. In a similar vein, Schmitt (2000) notes that the learning context should be taken into consideration in VLSs training. He stresses that the

proficiency level, L1 and culture of learners, their motivation levels and aims for learning the L2 as much as the task and text being used, and the nature of the L2 all have an impact upon the efficiency of learning strategies.

Studies related to VLSs have been carried out since 1970's by diverting attention from a totally teacher-centred approach, to one which gives credit to learners' preferred actions in particular during the learning process. (Schmitt, 2000). In the same vein, learner-based teaching approaches value strategies instruction which leads learners to improve their language skills autonomously (O'Malley & Chamot, 1990). In this case, learners seem to take an active role in language learning and manage their own learning without much dependance on the teacher.

Initial studies emphasized specifying the language strategies that have a beneficial effect on learning (Schmitt, 1997). This can be distinctly seen in Stern's (1975) study, which included the ten strategies with a central focus on self-examination. By contrast, a great number of researchers set out to analyze the strategies used specifically by good learners (Rubin, 1975; Wong-Fillmore, 1979; O'Malley et al., 1985; Ahmed,1989). An example of this is the study carried out by Ahmed (1989) in which learners were seperated into groups by their choice of strategies. The subjects who were in the "good learner" group made use of multiple strategies, were conscious of their learning, attached importance to learning words in context, and were aware of the semantic relationships between the new words and the words they learned before. In contrast, the subjects in the "poor learners" group drew upon relatively fewer strategies, their mindfulness about how to learn new words or connecting new words to their previous knowledge was weak. This distinction is further exemplifed in a study by Sanaoui (1995) who came up with two discrete approaches to vocabulary learning. In one approach, subjects constructed their vocabulary learning by concentrating on diverse activities on their own, studied and practised the target words, in another they did not lean to any of the techniques.

Due to the reasons explained above, Nation (2000) put forward incorporating VLSs training into a planned vocabulary teaching programme. The steps to be followed in the programme include:

1. deciding which strategies to give attention to

2. deciding how much time to spend on training the learners in strategy use

3. working out a syllabus for each strategy that covers the required knowledge and

provides plenty of opportunity for increasingly independent practice

4. monitoring and providing feedback on learners' control of the strategies

From this point forth, a LLSs training, or more specifically VLSs instruction can be implemented as part of a language teaching programme for EFL learners. In this way, Schmitt (1997) regulated a taxonomy in an attempt to achieve more fruitful outcomes in the vocabulary acquisition process. The following part will be deeply involved in the VLSs.

### 2.8.1 Schmitt's Taxonomy of Vocabulary Learning Strategies

Schmitt (2000) states that "Many learners do use strategies for learning vocabulary" (p.132). He adds that the use of strategies is far more evident in learning vocabulary compared to other segments of language such as oral presentation or pronunciation. This might be a consequence of the exclusive nature of vocabulary learning being suitable for strategy training.

A number of studies have found that simple memorization (Cohen & Aphek, 1981) and repetition (O'Malley et al., 1985a) are the commonly utilized strategies by learners. A further noteworthy example is that learners depended on note-taking of vocabulary (Ahmed, 1989). Therefore, it is apparent that mechanical strategies are preferred far more than complex ones (Schmitt, 1997). However, Cognitive Psychology supports that activities which include an intensive and rich engagement in information reinforce more efficient learning (Craik & Lockhart, 1972; Craik & Tulving, 1975). This was proved by Cohen and Aphek (1981) who did research on forming associations, and by Pressley, Levin, and Miller (1982) who explored the potential of the Keyword Method, and they found out out that deeper VLSs boost remembering target words. In contrast to the findings aforementioned, there are studies which indicate that shallow strategies also yield better results in learning plenty of vocabulary within a short period of time. This is exemplified in the work on word lists undertaken by Nation (1982). Besides, rote repetition can still work out well if learners are familiarised with it (O'Malley & Chamot, 1990). To make it more general,

shallower strategies may be more appropriate for beginner learners while deeper strategies can serve the purposes of intermediate or advanced learners in that they include context to benefit from (Cohen & Aphek, 1981). In this way, it is clear that different strategies are applicable for different age groups.

As suggested by Shen (2003, p.209), "The most important thing for teaching vocabulary is not to judge which single strategy will be the best for students, but to inform or train learners about sensible use of a variety of different strategies". This can provide learners with a diversity of learning opportunities, and widen their command of strategies as well. Shen (2003, p.199) upholds the view that "there is no single supreme teaching strategy". It seems fair to say that all strategies can positively contribute to the acquisition process.

Oxford (1990) classifies LLSs as Direct Strategies and Indirect Strategies. In the category of Direct Strategies, she includes memory strategies, cognitive strategies, and compensation strategies whereas metacognitive strategies, affective strategies, and social strategies are in the Indirect Strategies group. Another name for memory strategies is *mnemonics*, and they have been utilized since the prehistoric era (Altay, 2015). Their function is to enable learners to keep and retrieve new information (Oxford, 1990). According to Nolen (2014), the tenets of the above-mentioned strategies are to create a link between unacquainted information and unite them with a view to making it easier to remember. Oxford (1990) groups memory strategies into a) creating mental linkages, b) applying images and sounds, c) reviewing well, and d) employing action.

Cognitive strategies promote "manipulation or transformation of the target language by the learner (Oxford, 1990, p.43). They have a similar feature to memory strategies, however they differ from them in that cognitive strategies do not pinpoint manipulative mental processing in particular. They incorporate repetition and using mechanical sources to study vocabulary such as vocabulary notebooks (Schmitt, 2000).

Compensation strategies are those which assist learners in both understanding the language and producing language outputs in spite of their limited competence (Oxford, 1990). She categorizes them as "a) guessing intelligently, and b) overcoming

limitations in speaking and writing" (Oxford, 1990, p.48). She notes that "Good language learners, when confronted with unknown expressions, make educated guesses" (p.47). For instance, learners turn to guessing strategies in an attempt to overcome their language inadequacies in vocabulary or grammar. At this point, Dörnyei and Scott (1997) make reference to words surrounding the unfamiliar word, through which learners can make judgements as to the meaning of the word.

The concept "metacognition" refers to thinking about one's thinking or the ability to be conscious of one's mental processes (Nelson, 1996). It is thought to be the "seventh sense", and is a mental attribute that successful learners make use of (Birjandi, Mirhassani & Abbasian, 2006). O'Malley and Chamot (1990, p.8) draw attention to metacognitive strategies, stating that "Students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions". In his analysis of strategies, Schmitt (1997) points out that metacognitive strategies help learners manage their own learning processes consciously, and make decisions about planning, monitoring and regulating their own learning by evaluating the best methods to study. The strategies in this category are a) centering your learning, b) arranging and planning your learning, and c) evaluating your learning (Oxford, 1990, p.136). They are the routes to learning about "how to learn" on one's own rather than relying on a teacher's guidance all the time in the process of learning.

Affective strategies are used to regulate emotions, attitudes, motivations, and values in the langue learning process. This is certainly true in the case of motivation. As an instance, Lightbown and Spada (2006) remark that positive motivation leads to a rise in eagerness to keep on learning. According to Oxford (1990), this group of strategies consists of a) lowering one's own anxiety, b) encouraging himself/herself, and c) taking one's own emotional temperature. Learners may use them for affective control in order to assist learning.

Social strategies require interaction with other speakers to enhance language learning (Schmitt, 2000). They comprise a) asking questions, b) cooperating with others, and c) emphatizing with others (Oxford, 1990). For instance, asking for synonyms, paraphrases or translations of words are among the peculiar social strategies (Schmitt, 2000). Learners may make use of them as tools to promote their

L2 acquisition (Schmitt, 1997). O'Malley and Chamot (1990) laid both affective and social strategies together as each of the strategies in either category facilitates learning. For instance, interacting with people, asking questions or employing action to reduce the stress during language learning all come in handy as social and affective aspects.

### 2.8.2 Vocabulary Learning Strategies Adopted for the Treatment

This study applied 58 different strategies from Schmitt's vocabulary learning strategies taxonomy as part of the treatment phase. Namely, there were 9 Discovery-Determination strategies, 5 Discovery-Social strategies, 3 Consolidation-Social strategies for consolidating a word, 27 Memory strategies, 9 Cognitive strategies, and 5 Metacognitive strategies.

#### 2.8.2.1 Strategies for the Discovery of a New Word's Meaning

##### 2.8.2.1.1 Discovery-Determination Strategies

The strategies in this category entail the discovery of a word's meaning on one's own without asking other people.

*Analyze part of speech:* Word analysis includes deciding on whether the word is a noun, a verb, an adjective, or an adverb. This kind of knowledge can improve learners' guessing processes (Schmitt, 1997). When learners figure out that the word is an adjective, preceding the noun, it may give them a clue as to the meaning it adds to the text. In Schmitt's taxonomy, 32 % of the participants stated that they used the strategy whereas 75 % of the participants evaluated it as helpful.

*Analyze affixes and roots:* This analysis entails examining the word in terms of prefixes, suffixes, or infixes, if they have got any, as well as the root of the word. These can help learners understand the meaning, however, they may not come true at all times (Schmitt, 1997). In a similar vein, Clarke and Nation (1980) state that analyzing words in respect of their constituents can cause to get misleading results in meaning, hence it is much more meaningful to utilize this strategy as a kind of check for the guesses from context. In Schmitt's taxonomy, use of the strategy was 15% while the rate of its helpfulness exceeded this rate as 69%.

*Check for L1 cognate:* Cognates are words which have a similar form and meaning in another language (Schmitt, 1997). For instance, "mutter" in German,

"mother" in English, and "madre" in Spanish descend from the same origin. In same cases, languages borrow words from other languages, and these loanwords or borrowings stay in the new language as they are, in terms of both meaning and form. There are also *false cognates*, which have the same form in two languages, but have distinct meanings in each (Richards & Schmidt, 2002). The majority of the loanwords in Turkish came from French and became dominant up until the World War II (Altay, 2015). Nevertheless, English has taken the lead step by step (Yetkin, 2011). In fact, English and Turkish are not etymologically related, hence the words which are mutual in both languages are due to borrowings from English to Turkish (Richards & Schmidt, 2002). In their detailed investigation into English words, Uzun and Salihoğlu (2009) found out that out of nearly 80,000 words, there are 2411 cognates or even false cognates in the Turkish language. It is evident that cognates have a role in learning L2. A good example of this is seen in Schmitt's study (1997) in which 11% percent of the participants stated that they used cognates in word studies while 40% of them evaluated them as helpful.

*Analyze any available pictures or gestures:* Finding out the unknown word's meaning depends, at least in part, to the context provided. "Context should be taken to mean more than just textual context, however, contextual clues can come from a variety of sources" (Schmitt, 1997, p.14). For instance, pictures are useful sources if clearly examined (Barcroft, 2009). In the case of spoken discourse, gestures as well as intonation might give hints as to the meaning of words (Schmitt, 1997). Learners can make sense out of such clues in an attempt to understand the vocabulary.

*Guess from textual context:* A text is a semantic unit that comprises meanings (Altay, 2015); not just words and sentences. The textual context provides learners with "circumstances that contribute both to its production by the author and to its reception by the reader" (Beard, 2001, p.6). This is an invaluable source for the acquisition of vocabulary, but it has its own rules as well (Schmitt, 1997). Primarily, learners should possess a definite level of language proficiency so as to make use of this strategy. Moreover, learners' background knowledge related to the subject and strategic competence should be sufficient enough to proceed efficiently in the guessing process. Additionally, "The context itself must be rich enough with clues to enable guessing, with the most easily utilizable clues being in close proximity to the target word"

(Schmitt, 1997, p.15). It is a frequently suggested strategy, thus in the study by Schmitt (1997), 74% of the participants preferred using it, and 73% considered it as helpful.

*Bilingual dictionary:* Dictionaries, without doubt, have a key role in learning L2. It seems that bilingual dictionaries are used in a far more widespread manner by L2 learners compared to monolingual dictionaries (Tomaszczyk, 1979). Bilingual dictionaries are of two types (Hannay, 2003). They are either "production-oriented or reception oriented" (p.145). The former type includes the examples for use of the L2 word actively while the latter provides meaning in a variety of contexts. Another point dictionaries vary in is of their being "uni-directional or bi-directional" (p.149). Uni-directional dictionaries provide words form L1 to L2, or vice versa, however, bi-directional ones function in two-ways, from L1 to L2, and from L2 to L1.

Related to bilingual dictionaries, another situation worthy of mention is online bilingual dictionaries. Although they are helpful, their reliability is constantly open to questioning. The prerequisities that they should have are a real writer with a general user, its design considering the lexicographical function in accordance with the objectives, and its organization in respect to the structural types of words (Gelpi, 2004). As was pointed out above, dictionaries have an undeniable status in the L2 learning process. This was proved by Schmitt (1997), in which the percentage of use of bilingual dictionaries was 85%, and its helpfulness ratio as 95%.

*Monolingual dictionary:* L2 learners are encouraged to use monolingual dictionaries more often (Altay, 2015). The reasons behind this view are twofold: Firstly, monolingual dictionaries are more comprehensive in terms of the content they provide (Tomaszcyk, 1979). Besides, as Gu (2003) notes, monolingual dictionaries may not be so practical for EFL learners whose proficiency is under the advanced level. Secondly, few people are aware of the existence of bilingual dictionaries that are as good as the monolingual ones, having a rich content in terms of both reception and production for learners at diverse proficiency levels. In Schmitt's taxonomy, the rate of the use of monolingual dictionaries was 35% while its rate of being regarded as helpful was 77%.

*Word lists:* "Word lists, no matter which kind, are usually used for raising the degree of recognition, retention, or memorisation (Shen, 2003, p.195). They are

assumed to promote vocabulary learning to a certain extent. The effectiveness of word lists has been exemplified in a study by Nation (1982) in which he notes that not only teachers but also learners have faith in the role of word-lists over developing vocabulary size and gaining success in a short span of time.

Contrary to popular belief, word lists may not yield efficient results at all. Many researchers agree on the point that word lists may cause learners to end up with negative instances of vocabulary learning in the long run (Shen, 2003). Carrell (1984), for example, remarks that providing learners with word lists isolated from contexts, even together with the definitions of such words may not result in triggering new schemata on the part of learners. She suggests integration of new vocabulary with learners' pre-existent knowledge and other pre-reading activities which are aimed to construct background knowledge. Concerning the issue, Oxford and Crookall (1990) disputed on the use of word lists along with their L1 equivalents, and they stated that word lists are not beneficial as learners "might not be able to use the new words in any communicative way without further assistance" (p.12). Since word lists are a de-contextualized form of vocabulary learning, learners may not be able to put words into practice during communication.

*Flash cards:* Use of flash cards is another strategy for vocabulary learning. Schmitt (1997) posits that flashcards are regarded with disfavour due to their lack of context. Nation (1982), however, proved the effectiveness of flash cards in learning a wide range of words, and that the learning did not decrease straightaway. A more recent example is evident in the study by Hung (2015), in which the utility of digital flashcards were found to be efficacious for vocabulary learning in an EFL context. In the taxonomy by Schmitt (1997), flash cards gained the lowest scores in terms of use, 3%, meaning that they are not oft-used tools for vocabulary development.

### 2.8.2.1.2 Discovery-Social Strategies

The strategies in this category involve the discovery of new words via interaction with other people. Learners can learn the meaning of new words by asking more knowledgeable people or their peers.

*Ask teacher for an L1 translation:* Teachers are the primary sources learners turn to in times of difficulty in the acquisition process. Studies indicate that mother

tongue is another precious tool if used appropriately. This is clearly exemplified in Asiyaban and Bagheri's study (2012) in which they taught 20 English words to both experimental and control groups. The former group was taught by using the L1 translations of words whereas the latter received instruction only through L2 definitions of words. Following the instructions, both groups were tested on "free active vocabulary", which is the ability to use vocabulary actively in authentic occasions. The results showed that the experimental group achieved the test with better grades, and they were able to activate L2 vocabulary in authentic occasions.

L1 translations are fast, simple to understand, and enable learners to transfer their L1 knowledge into L2 learning, such as collocations and associations (Schmitt, 1997). For instance, the relationship between words are almost invariably the same in all languages. As an example, *glass* and *bottle* are semantically related words in English, and so is the case in Turkish or other languages. Taking this into consideration, use of L1 may empower learners' mental lexicon with schematic structures of word associations.

It is possible to say that L1 translations contribute to a certain extent to the vocabulary acquisition process, and they are not to be utilized seperately, but together with other Discovery strategies (Altay, 2015). In relation to the significance of L1 translations, the proportions in Schmitt's study reveal that its use was rated as 45% and its helpfulness as 61%.

*Ask teacher for paraphrase or synonym of new word:* Synonyms are words which have identical meanings with slight differences. Learners need to know their collocational ties to other words, stylistic variations as well as syntactic differences in order that they can use them productively (Martin, 1984). Paraphrasing also works well in vocabulary learning studies. It is not without its complexities, however (Scholfield, 1982). It may serve the purposes of learners with an appropriate level of proficiency.

*Ask teacher for a sentence including the new word:* Sometimes, asking teachers the meaning of the unknown word may not resolve the problem of understanding the word quite a good degree. In such circumstances, learners need the exemplified word within a well-appropriate context. In this case, it may be ideal to ask teacher to make

a model sentence with the new word. A notable example of the issue is seen in Zhang's (2009) study in which he found out that vocabulary learning by using example sentences reinforces learners' vocabulary as well as retention. In addition to this, Cudd and Roberts (1993) asserted that "sentence manipulative activities" may guarantee the use of words in sentences as well. Apropos this issue, what teachers can do is not only produce a sentence including the word but also training learners to infer the unknown words (Venable, 2003). Taken together, they may complement each other in a way that learners can strenghten their vocabulary learning processes. Reviewing Schmitt's VLS taxonomy, it is clear that the use of this strategy was 24% while 78% percent of the people considered it as helpful.

*Ask classmates for meaning:* Learners may also ask their classmates the meaning of new words at times. It may be a good strategy to learn about the word in terms of synonym, anthonym, L1 translation, or paraphrase (Schmitt, 1997). In the taxonomy, use of the strategy was 73% whereas the participants evaluated it as 65% helpful.

*Discover new meaning through group work activity:* Learning words in group work can also produce successful outcomes for vocabulary development. Learners can be urged to discover meanings in group works (Schmitt, 1997). In the taxonomy, the proportion of the strategy appertaining to its use was 34%, and it was regarded as 65% helpful.

### 2.8.2.2 Strategies for Consolidating a Word Once it has been Encountered

#### 2.8.2.2.1 Consolidation-Social Strategies
*Study and practice meaning in a group:* Group work can be a useful strategy to learn or practice of vocabulary (Nation, 1997). Mostly-adopted versions of group work are pair work or small group interaction. Their efficacy was explored in Dobao's (2014) study and it was found out that compared to pair work, small group interaction yielded good results in the learning of L2 vocabulary to a considerable extent. Likewise, Huong (2006) supported learning of new words in group discussions, either with or without the teacher's assistance, in that they enabled learners to recall English words. Therefore, if used efficiently, group work may contribute to vocabulary growth.

As to the findings in Schmitt's taxonomy, it is evident that the ratio of the use of this strategy was 30%. However, it was evaluated as 51% helpful.

*Teacher checks students' flash cards or word lists for accuracy:* This is another social strategy which can foster vocabulary development in tandem with independent learning (Schmitt, 1997). Although it is preferred less than other strategies, learners may make use of this strategy by asking their teachers to check their flash cards or word lists in regard to accuracy (Kramsch, 1979). In Schmitt's taxonomy, the use of this strategy was only 3%, however, 39% of the participants perceived it as a helpful strategy.

*Interact with native speakers:* There is a growing body of research which proves that interacting with native speakers is a beneficial tool for language learning (Tudini, 2003; Springer & Collins, 2008; Arnold & Fonseca-Mora, 2015). This strategy would also add to the vocabulary developments of learners to a great extent (Schmitt, 1997). A good example of this is seen in Milton and Meara's (1995) study who ascertained that non-native speakers studying in a British university accomplished with 1325 words in six months whereas their vocabulary score was 275 beforehand in their own countries. In that case, learners should be provided with chances to join in, speak, and affiliate with the L2, and culture as well (Chamberlin-Quinlisk, 2010). This can be achieved with different means of communication such as e-mails (Fedderholdt, 2001) or video-web interactions (Jauregi, Graaff, Bergh & Kriz, 2012). They can all be utilized in an effort to improve language learning, and vocabulary learning in particular.

### 2.8.2.2.2 Consolidation Memory Strategies

Memory strategies "involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping" (Schmitt, 2000, p.135).

*Study word with a pictorial representation of its meaning:* New words can also be acquired together with their meaning-related pictures rather than definitions (Schmitt, 1997). It is possible to see examples of this strategy in Kopstein and Roshal's study (1954) in Russian language, and Webber's study (1978) in Indonesian, which

suggest that pairing L2 words with their pictures is far more useful than pairing them with their L1 tanslations. In this way, learners can create a strong tie with words and pictures.

*Image word's meaning:* Learners can create a mental image of their own as to the meaning of a word. The effectiveness of imagery on reading passages has been exemplified in Steingart and Glock's study (1979). Besides, it is also effective for understanding the meaning in sentences (Saltz & Donnenwerth-Nolan, 1981). Therefore, it can be exploited for vocabulary development as a means to run adeptly during reading.

*Connect word to a personal experience:* Words can be consolidated by establishing a bond with a personal experience related to the word. For instance, the word "snow" can be mentally associated with a childhood experience of playing snowballs (Schmitt, 1997). Hence, this strategy can be useful in that the new words can retain in the minds in a more meaningful way.

*Associate the word with its coordinates:* New words can be built on the words that are already known by learners. A practical way of doing this sense relationship is coordination which involves associating the word to its group. For instance, if the new word is "apple", it can be taught together with the other fruit such as cherries, peaches or pears (Schmitt, 1997). This can enable learners to add the newly-learned word into their mental lexicon.

*Connect the word to its synonyms and antonyms:* Another way to relate new words is learning the words with their synonyms (e.g. irritated = annoyed), or antonyms (e.g. dead × alive) (Schmitt, 1997). This is evident in Aitchison's study (2012) which found out that most particularly coordinates have strong linking ties. In this regard, making connections between words can make it easier to learn words in a multifaceted sense.

*Use semantic maps:* Semantic maps are a kind of mind mapping, thus they are a memory strategy (Altay, 2015). They can connect information to its interconnected dimensions, therefore, it can foster higher-order thinking (Zipp & Maher, 2013). In a similar point of view, Wolfinger (2006) remarks that they can be utilized as graphic organizers to enable learners to analyse the reading texts, hence, improve their

vocabulary. The analysis of words in the texts and bringing semantically-related ones together can assist learners in extending their vocabulary through semantic maps. Other means of sense relationships are *hyponymy*, kind of a subgroup, (e.g. Hound is a kind of a dog.), and *meronymy*, part of a whole (e.g. Nose is a part of face.).

*Use scales for gradable adjectives:* Gradable adjectives refer to adjectives which can be ordered in a certain scale. For instance, huge is larger than big (Schmitt, 1997). In this sense, "huge / big / medium-sized / small / tiny " can be learned together (Gairns & Redman, 1986). Learning them as a set can a beneficial strategy for retention of vocabulary.

*Peg Method:* Words which have no meaning relationships can also be united through encoding an image on the word to be learned. The unrelated words can be rhymed in a way that they call on the target words. A good example of this strategy was evidenced in Paivio and Desrochers' study (1979) in the French language which showed that studying words with Peg Method yielded better results in remembering words compared to rote memorization. Consequently, learners can be trained on the use of this strategy so as to explore the effectiveness of the memory on word learning.

*Loci Method:* Semantically-unrelated words can also be learned through associating words with a location. For example, a word can be attributed to a specific location, another word with a different location, and so on. Then, the target words can be remembered by reviewing the locations to which the words were bound. In an L1 study by Groninger (1971), it was proved that learners were able to remember more words after a period of one week and five weeks respectively by using the Loci Method. Another study was conducted in an L2 context, which revealed that learners studying words through this strategy remembered twice as much vocabulary compared to memorization of words (Anderson & Bower, 1973). This indicates that it is a practical way for the retention of vocabulary.

*Group words together to study them:* Grouping is a crucial tool for both organization and retention of vocabulary (Schmitt, 1997). In this sense, it is more likely to remember words which belong to the same category such as fruits or vegetables. In a similar vein, organization of words before memorization leads to an improvement in

retention (Craik & Tulving, 1975). Thus, organization of the vocabulary to be learned can have better results in the long run.

*Group words spatially on a page:* Grouping words in different shapes such as rectangles, or pluses was found to be more effective in remembering the target words compared to listing words in columns (Bellezza, 1983). This highlights the fact that shapes draw learners' attention, and makes it easier to learn and remember words. Thus, learners can utilize this strategy as a way of consolidating their vocabulary.

*Use new words in sentences:* Using the target words in sentences is a good way of consolidating vocabulary (Schmitt, 1997). In this regard, learners should put new words into practice as a way of natural vocabulary acquisition. It is evident in Schmitt's taxonomy that the rate of the use of this strategy was 18%, however, 82% of the participants regarded it as helpful, which indicates that it is deemed to be a valuable strategy by many people.

*Group words together within a storyline:* Grouping words together in a story is another way to enhance vocabulary learning. It has been proved to be influential for L1 university students with a seven times more success in remembering words in comparison with single memorization (Bower & Clark, 1969). This underscores the fact that learners create a meaningful context on their own to learn vocabulary in a more long-lasting way.

*Study the spelling of a word:* Learners can study words by spelling them. Moseley (1994) stated that there is no regular pattern of spelling in English, and this poses difficulties on the part of learners of English as an L1. The same is true in the case of L2 learners of English. Another point worthy of notice is that spelling words facilitates vocabulary learning. A line of evidence for this issue is Ehri and Rosenthal's (2007) article which highlights the impact of spelling on reinforcing the memory in terms of pronunciation and word meanings. Therefore, spellings of words contribute to the vocabulary acquisition process as much as the other strategies do.

*Study the sound of a word:* Learners can explicitly study the sounds of words in an attempt to improve their pronunciation. One of the prerequisites of learning a word is to recognise the word when pronounced, as well as being able to pronounce it properly (Nation, 2001). However, as Ellis (1995) posits, it requires a great deal of

meaning-focused activities in order to develop fluency in pronunciation. At this point, learners should be enlightened about learning words along with their sounds.

*Say new word aloud when studying:* Read-aloud is another strategy utilized for the acquisition of a word. Gibson (2008) states that read-aloud has many advantages such as developing autonomy, improving writing skills of learners through oral proofreading, facilitating the learning of prosodic features, and even assisting anxious learners to speak more freely. In Schmitt's study, the rate of the use of this strategy was 69% while its rate was 91% in terms of being helpful. Thus, it seems to be a strategy to be potentially exploited as much as possible.

*Image word form:* Imaging the written forms of words is another means to promote the acquisition of new words. In addition to this, "making a mental representation of the sound of a word, perhaps making use of rhyming words" can lead to the learning of new words (Schmitt, 1997). However, in the taxonomy, 32% people stated that they used this strategy whereas 22% regarded it as helpful. Therefore, it should be taken into account during vocabulary learning.

*Underline initial letter of the word:* The first letter of a word is regarded as the most discernible aspect in recognizing words while word shape is less significant (Timko, 1970). In this respect, learners can make it easier to process the word by underlining the initial letter of the word or drawing lines around the word (Schmitt, 1997). This kind of a focus can play a vital role in bringing about the retention of vocabulary.

*Configuration:* Configuration refers to outlining a word with its constituents, with lines above and below. It can make the word more salient to learners (Schmitt, 1997). This strategy can have a powerful effect upon the acquisition and reinforcement of vocabulary, consequently, it should be implemented as a regular part of classroom practices.

*Use Keyword Method:* Keyword Method involves learning a new L2 word together with an L1 word which sounds alike. Additionally, these two words can be combined mentally, with an image associating both words. As the L2 word is heard, it activates the image and triggers the L2 word. Hence, this strategy takes both the phonological aspect and the meaning of words together. As stated by Oxford and

Crookall (1990), Keyword Method entails not just the word, but the background of the word together with its connections to other words as well, hence it is a semi-contextual strategy. It has been found to be functional in intensifying word retentions (Pressley, Levin & Miller, 1982). In Schmitt's taxonomy, only 13% of the participants stated using this strategy while 31% of them evaluated it as helpful.

*Affixes and roots:* Examining words in terms of their roots, prefixes, and suffixes they are bound to can be helpful for learners in an effort to figure out the meaning (Schmitt, 1997). To exemplify this, Ebbers and Denton (2008) did a study on students who have difficulty in reading and they put forward vocabulary learning via morphemic and contextual analysis. In the taxonomy, analysis of affixes and roots was used by 14% of the participants, however, it was considered as helpful by 61%.

*Part of speech:* Analysis of words according to the word class they belong to can give learners clues as to the meanings of words. The use of this strategy can also reiterate remembering since it activates the memory in the meaning-making process. In Schmitt's taxonomy (1997), 30% of the participants stated using this strategy, however, 73% regarded it as helpful, with a twice more rate compared to its use.

*Paraphrase the word's meaning:* The meanings of new words can be taught through paraphrasing (Scholfield, 1980). Similarly, it can be utilized to overcome communication breakdowns in the absence of sufficient vocabulary or at situations of failing to access the necessary word (Baxter, 1980). In addition, it can be a Memory Strategy in that a great deal of mental effort is spent on expressing the word with different terms (Schmitt, 1997). In the taxonomy, its rate of use was 40%. In contrast, 77% of the participants evaluated it as helpful.

*Use cognates in study:* Cognates can also be used as a memory strategy as a way of recalling new words. Bilinguals can process cognates faster compared to words that only exist in one language (Poort & Rodd, 2017). As mentioned earlier, there are a great number of cognates in the Turkish language, which come from the English language. Thus, learners of English have got the opportunity to add them into their mental lexicon. In the taxonomy, only 10% of the participants claimed to use this strategy, but 34% of them viewed it as helpful.

*Learn the words of an idiom together:* Idioms are multiword units, thus they contain a couple of words alongside. Therefore, it is possible for learners to learn different individual words at the same time, and remember their meanings together (Schmitt, 1997). In the taxonomy, the rate of the use of this strategy was 48% while its helpfulness rate was 77%.

*Use physical action when learning a word:* Employing physical action during learning has been found to be effective in remembering (Saltz & Donnenwerth-Nolan, 1981). It is possible to see the potential of physical action in the Total Physical Response Method, useful for young learners in particular (Asher, 1977). In the taxonomy, its rate of use was 13% compared to its being evaluated as helpful as 49%.

*Use semantic feature grids:* Semantic grids give some information related to the characteristics of a word. They can be good sources in sorting out the differences between semantically-related words (McCarthy, 1990; Schmitt, 2000). For instance, both "walk" and "march" have the same meaning, but there is a difference between their meanings. The former means any kind of walk whereas the latter refers to walking with a group of people with a regular measure. Such differences can be indicated on a semantic feature grid.

### 2.8.2.3 Cognitive Strategies

The strategies in this category include use and transformation of the L2 by learners.

*Verbal Repetition:* Repeating words verbally again and again has always been one of the oft-used strategies. As stated by Wallace (2009), it does not require understanding because it is done on a systematical and mechanical basis. This is also evident in Schmitt's taxonomy in which it took its place as 76% for use, and 84% as being helpful.

*Written Repetition:* As noted by Colman (2009), some contexts are more appropriate for learning through repetition. In this regard, vocabulary learning via repetitions is a common practice. Qing (2012) posits that Chinese learners value this strategy as a fruitful consolidation strategy fundamental for success. In the taxonomy, the rate of the use of written repetition was 76% while its rate of hepfulness was 91%.

*Word lists:* The use of word lists was reviewed under the Determination Strategy group in the previous pages. However, it can promote "deeper cognitive processing" (Shen, 2003, p.196), thus it is also a cognitive strategy. It can be ideal for exposure to a word in the preliminary phase, but it is also favored at later stages of learning words (Schmitt, 1997). As pointed out earlier, this strategy has got several advantages and disadvantages. According to Cophen and Aphek (1980, p.223), one of the positive aspects is that "the appearance of words in isolated lists simply means fewer distractions". It means that contextualized version of words may divert learners' attention away from the target words. In the taxonomy, its ratio of use was 54% while its helpfulness rate was 67%.

*Flash cards:* Using flash cards was also discussed earlier under the Consolidation-Social Strategies, but in this case it is a cognitive strategy. The utility of flash cards has unquestionably been accepted as it can foster vocabulary development irrespective of time and place. However, in pursuit of a more plentiful usefulness of them, logical groupings of L2 vocabulary through flash cards is needed (Gairns & Redman, 1986 ). In Schmitt's taxonomy, use of frequency rate was 25% while frequency of helpfulness was 65%.

*Take notes in class:* Taking notes has almost always been esteemed to be a valuable provenience for creating an organization for personal progress in learning words. In addition, it can cultivate the word acquisition at subsequent encounters (Schmitt, 1997). As expected, its proportion in respect to its use was 64% whereas rate of helpfulness was 84%.

*Use the vocabulary section in your textbook:* Textbooks are liable to be foregrounded in language learning domains for a variety of purposes in tandem with learners' expectations. This is certainly true in that adjustment of words as seperate lexical units may be suitable for one context (Hsu, 2006) whereas collocations may be learners' immediate needs for another (Wang & Chen, 2007), in which case planning of vocabulary is a crucial element that needs to be handled in a proper way for L2 learners' benefit. In the taxonomy, this strategy took the proportion of 48% as use, and 76% as being helpful.

*Listen to tape of word lists:* Another cognitive strategy that sparks mental processes is recording L2 word lists on a tape and study the words by listening. This is a strategy preferable for aural learners in search of promoting the recall of the target words (Schmitt, 1997). It can strenghten the intake of words after a written exposure.

*Put English labels on physical objects:* This strategy includes learners' putting L2 labels on objects, which addresses their peripheral learning. It may pave the way for learning and remembering things easily (Schmitt, 1997). This can be a good strategy for early word acquisition for young learners.

*Keep a vocabulary notebook:* The determining role of vocabulary notebooks on achieving success in vocabulary acquisition as well as developing autonomy on learners has been advocated by many researchers (McCarthy, 1990; Schmitt & Schmitt, 1995; Walters & Bozkurt, 2009; Vela & Rushidi, 2016). Keeping a well-organized vocabulary notebook which comprises assorted word items with their peculiar information alongside, and a regular revision is a substantial effect on taking a further step in vocabulary learning (Schmitt & Schmitt, 1995). Consequently, it should be a regular part of classroom practices.

### 2.8.2.4 Metacognitive Strategies

To date, the strategies in the previous categories included manipulation of vocabulary learning materials on a determination, social, cognitive, or memory dimension. However, the ones in the Metacognitive group require learners to plan, regulate, and evaluate their own learning.

*Use English-language media:* As stated by Kuppens (2010), exposure to English through media considerably contributes to the incidental acquisition of L2. In this regard, it would probably be fair to say that the more exposure to L2 input in songs, movies, and newcasts, the better for gaining proficiency in the L2. In a similar vein, Sim and Pop (2014) state that there is a clear-cut improvement on the vocabulary levels of media-user students.

*Testing oneself with word tests:* One of the focal points Metacognitive strategies embrace is the evaluation process, which is, more or less done by the learner. This is exemplified in the study by Kornell and Son (2009) revealing that self-testing

is tackled with a view to diagnosing learning in lieu of improving L2 learning. Therefore, learners' attention should be pointed to the applicability of this strategy in both ways.

*Use spaced word practice:* The practice sessions devoted to promoting learning L2 words are to be done on a regular basis in an effort to minimize forgetting. All things considered, forgetting starts soon after the primal learning session (Schmitt,1997). Therefore, expanded rehearsal should follow the primary learning, and at ascending intervals onwards (Baddeley, 1990). A tangible example of the strategy could be reviewing at different time intervals such as 5-10 minutes after the end of the study period, 24 hours later, one week later, one month later, and finally six months later.

*Skip or pass new word:* Not every word is learnable, if not indispensable, thus learners should make an endeavour into learning the words of practical value. It would be logical to pass low frequency words at times (Schmitt, 1997). Or, more generally, if the aim is just extensive reading, that is, reading for pleasure, as opposed to vocabulary growth, then it can assuredly be mentioned that the unknown words can be skipped, and it increases the amount of exposure to slightly-known words (Mikulecky, 1990). In the taxonomy, its rate of use was 41%, however, the helpfulness rate was 16% with more than a twice drop rate.

*Continue to study word over time:* One of the ways to keep words in the long term memory is a continual study. As mentioned before, the essential number of exposures that is a prerequisite for the acquisition of words is between 5 to 16 times or more (Nation, 1990). Consequently, learners should take studying periodically as a habit. In Schmitt's taxonomy, 45% of the participants used the strategy while 87% appraised it as helpful.

So far, the vocabulary learning strategies have been listed in relation to their use and helpfulness based on the literature. In view of all the issues, it is fair to say that there is no single method which can undertake vocabulary learning per se (Schmitt, 2000). As Pincas (1996) pointed out:

> "Too often we talk as if there could be *one* method of learning and teaching language. But there are different kinds of learning involved for different aspects, …there would seem to be different strategies appropriate for different competencies." (p. 16)

In a nutshell, each single strategy has a particular significance in building vocabulary learning on a strong and sound basis. There is no doubt that VLSs enhance learners' vocabulary learning on their own (Schmitt, 2000). Therefore, all of the strategies stated above should be exploited in the pursuit of developing a rich vocabulary, and towards the actual use of words in an accurate way.

## 3.METHODOLOGY

## 3.1 INTRODUCTION

This chapter covers the research design of the current study. To begin with, the research questions are provided. Then, the research design is presented along with the reasons for adopting a mixed research method. Next, the details about the research setting, sampling and the participants in this study are mentioned. Subsequently, the procedures followed both during the experimental and the descriptive parts of the study are analyzed. Next, the data collection tools used in the study are described. Finally, the data are analyzed by means of different techniques.

## 3.2 RESEARCH QUESTIONS

This research lasted for twelve weeks and set out to uncover the effectiveness of different VLS categories on students' task performances. As a means to do that, a couple of research questions were focused upon, the first of which is the dispersion of the use of VLSs by secondary school students in Turkey. The second one seeks to reveal the distribution of VLSs connected with the helpfulness rates by teachers who teach at secondary schools in Turkey. Furthermore, the third question is closely concerned with probing the effectiveness of certain VLS categories on students' task performances. The final question aims to find out the possible contribution of VLS instruction to the vocabulary levels of the students.

To make things more concrete, the following research questions were posed in this research:

1) How are the groups of Vocabulary learning strategies distributed in accordance with their use by the secondary school students who study EFL in Turkey according to teachers?

2) How do these teachers regard Vocabulary Learning Strategies considering their helpfulness?

3) Does a focus on certain strategy groups have a significant effect over students'

task performances?

4) Does such a focus also contribute to the vocabulary levels of the students?

## 3.3 RESEARCH DESIGN

There are a number of ways to carry out a reliable and valid research in the field of English Language Teaching. As Ellis (2012; as cited in Tomak, 2017, p.67) states, "Language teaching research can focus on teaching that takes place in different contexts and different languages as well as the learning process". In this regard, classroom research can shine light on the learning processes that occur in classrooms.

This study aims to probe the effectiveness of different subcategories of vocabulary learning strategies on teaching vocabulary, thus the research design is a quasi-experimental one along with a descriptive study. Therefore, both qualititative and quantitative data collection tools have been utilized, therefore there are a mixture of data collection tools. As Duff (2007) states:

"There is less emphasis on the triangulation of methods, perspectives, theories, sites, and interpretations in quantitative research. Moreover, unlike quantitative research, which often sets out to establish causal relationships or strengths of relationships among variables of a more general nature, qualitative classroom research maybe more exploratory and interpretive, and designed to explain the complex relationships among factors in a learning situation." (p.976).

Quantitative research deals with the cause-effect relationships among the different variables while qualitative research seems to be more concerned with the abstract factors that are not clearly identified but have an influence on the results of the study. Thus, quantitative research is limited on its own, however, qualititative research has a relatively more comprehensive nature, and produces more details related to the study.

## 3.4 RESEARCH SETTING

This study was conducted at a secondary school in Ataşehir, Istanbul in the first semester of 2018-2019 Educational year. The school is a public school and the class in which the study was conducted is a 5th grade class. According to the new regulations by the Ministry of National Education (MoNE), there are two types of classes at

secondary schools; foreign language intensive classes and standard classes. Foreign language intensive classes can get more English lessons, namely up to 18 lessons in their curriculum per week (MoNE, 2018). On the other hand, students who do not prefer Intensive English Instruction, get only three English lessons per week in standard classes. Choosing the class either with or without intensive English instruction is optional, students decide on the type of class together with their parents. The ideology behind this kind of training is to improve learners' English language skills in four skills as much as possible at the lower secondary education. This is clearly stated in the *Major Philosophy of the Program* of MoNE (2017, p.3).

> "Turkey has always sought ways to equip millions of learners in lower and upper secondary education with higher proficiency in English so as to get them ready for the requirements and realities of the business and academic life and to have them become world citizens who are able to communicate successfully with other cultures and communities across the globe. This objective has made it inevitable to focus on teaching English to young learners throughout a well-structured and balanced intensive English program. This specific national objective shaped the curricular nature and dynamics of the new intensive course for the 5th grade".

The class chosen for the treatment is a Foreign Language Intensive Class.

## 3.5 SAMPLING and PARTICIPANTS

This quasi-experimental research was carried out in one group. The group consisted of 21 students; 11 of them were females while 10 of them were males and they were all 10 years old. Their level of proficiency was A1 according to CEFR (Council of Europe, 2001), namely beginner level. The participants in this group were randomly placed by the school principals. Since it was a Foreign Language Intensive Class, they were subjected to a placement test in English to get a general idea about whether they had an adequate background to be able to succeed in Intensive English instruction. The students were given some information related to the content of this VLS training as part of their ongoing curriculum practices. Not even a single student objected to this treatment; on the contrary, they were ready, willing, and able for this kind of an education. Therefore, this treatment was implemented in one group in order to raise the students' awareness into VLSs, and accordingly incrase their vocabulary levels. Besides, there was a control group to test the effectiveness of the vocabulary learning strategy instruction on the vocabulary levels of the students. The control group consisted of 21 students as well. After the strategy training ended, both the experimental group and the control group were given the Vocabulary Levels Test.

## 3.6 DATA COLLECTION TOOLS

For the current research, the data were collected through multiple sources of data collection tools. Namely, the study included a questionnaire, a Vocabulary Levels Test, and biweekly task performances of students right after every two-week treatment.

### 3.6.1 Data Collection Tools In the Treatment Phase

#### 3.6.1.1 Vocabulary Levels Test

There are a number of vocabulary tests to uncover the lexical competence of EFL learners (e.g. Paribakht & Wesche, 1993; Schmitt, Schmitt & Clapham, 2001). As stated by Schmitt (2000), "There is no commonly accepted standardized test of English vocabulary (p.174). However, the Vocabulary Levels Test by Schmitt et al. (2001) is close to our aims in that it presents words according to their levels of difficulty. A sample question in this format of testing is provided in Table 1 below.

Table 1. *Sample Question from the Vocabulary Levels Test.*

| | |
|---|---|
| 1. business | |
| 2. clock | ___6____ part of a house |
| 3. horse | ___3____ animal with four legs |
| 4. pencil | ___4____ something used for writing |
| 5. shoe | |
| 6. wall | |

Table 1 includes a sample question that was used in Schmitt et al.'s (2001) Vocabulary Levels Test. In this type of test, learners first need to have a look at the definition of the word on the rightside of the test, and then choose the word on the left that is related to the definition. A crucial point worthy of mention is that test-takers can skip the word if they do not know the meaning; that is they do not have to guess the word. The Vocabulary Levels Test is provided in the Appendix A section.

In the current research, the words in the four modules of the book were sorted out as A1, A2, B1, and B2 levels. In each part, there were 30 words, however, there

were only 12 words in the B2 level as the book was for beginner levels. The total number of the words tested in the Vocabulary Levels Test was 102.

During the preparation of this test, a triangulation of methods was employed so as to get both a valid and a reliable test. The test was checked by the thesis supervisor and two English language teachers, and based on their feedback, some changes were made where necessary. Before the test was administered on the experimental group and the control group, it was piloted on five different classes at a secondary school, and a reliability analysis was done on SPSS 15. At the end of this analysis, the reliability coefficient was found to be 0.938. Therefore, it was accepted as a highly influential test for the treatment.

### 3.6.1.2 Task Performances

During the treatment phase of the research, the study included twelve-week VLSs training, and subsequent to every two-weeks of instruction, students were given tasks which aimed at measuring their knowledge of the words taught in that particular two-weeks. The tasks were all in the format of a word document, and contained items that required matching, gap filling, labelling, or paragraph completion. Upon the completion of a different category of VLSs every two weeks, the tasks were all done in the classroom. The tasks are provided in the Appendix Section.

In weeks 1 & 2, the words that students learned through Determination Strategies were *countries and nationalities*. Following this training, the students were given a task which detected to what extent they learned the words. In the ensuing two weeks, the students were taught *body parts* through Social-Discovery Strategies, and right after this instruction, they were given a task. In weeks 5 & 6, the students were expected to do a task after they were taught *free time activities* via Social-Consolidation Strategies. In weeks 7 & 8, the students were trained on Memory Strategies, and they were distributed a task on *daily routines*. During the weeks 9 & 10, the specific vocabulary to be covered through the medium of Cognitive Strategies was *jobs,* and right after this training students were delivered a task. In the ultimate two weeks, the students learned *rooms and furniture* by way of Metacognitive Strategies, and following this instruction they were supposed to fulfill a task.

On behalf of attaining a valid and reliable test, a triangulation of not only qualititive analysis but also quantitive analysis was adopted. Regarding the validity of

the tests, the tests were prepared by the researcher and designed according to the feedback by the thesis supervisor. As for the reliability, a reliability statistics analysis for the six task performances was executed on SPSS. The outcome is demonstrated in Table 2.

Table 2. *The Reliability Statistics for the Task Performances*

| Cronbach's Alpha | N of Items |
|---|---|
| .821 | 6 |

According to Dörnyei (2011), the reliability coefficients of studies in the field of ELT should be higher than (.70). It is clear in Table 2 that the reliability coefficient of the task performances is significantly higher than ($\alpha \geq .70$). Therefore, it meets the requirements of a reliable test.

### 3.6.2 Data Collection Tools in the Descriptive Phase

#### 3.6.2.1 Questionnaires

Questionnaires are one of the most commonly used data collection instruments in attempt to reveal the strategies used by learners. The reason for this is explained below by Berger and Karabenick (2016) :

> "The most widely employed instruments to measure metacognitive and other learning strategies consist of self-report questionnaires with Likert-type response formats. A major advantage is that they can be completed quickly and easily by large numbers of students and a more cost effective than are online, concurrent methods" (p.19)

Because questionnaires are useful to identify the strategies mostly preferred by learners, researchers benefit from questionnaires in their study. As in the case of this study, a 5 point Likert scale was used in the questionnaire. The questionnaire was twofold: The primary aim was to determine the VLSs used by the learners as well as the helpfulness rates regarding the VLSs, and the other was to learn teachers' points of view towards VLSs. This questionnaire was responded by 323 teachers working at secondary schools at different regions of Turkey. The method of sampling was *simple random sampling* and there were participants from seven regions. The ages of the teachers ranged from 22 to 55, and their teaching experiences ranged from 1 year to 27 years. There is a sample item in Table 3.

Table 3.

*A Sample Question from the Questionnaire to Find out the Commonly Used VLSs*

---

*Analyze part of speech* (e.g verb, noun, adjective or adverb)

Select a response according to your observation of how often your students use this strategy.

1-Never    2-Rarely    3- Sometimes    4- Often    5-Always

Select a response according to what extent you think that this strategy is helpful for learning words.

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful   4-Helpful   5-Very helpful

---

Table 3 represents a question from the questionnaire utilized during the data collection process. In the first place, teachers choose a response according to the frequency of the use of the strategy by secondary school students. Secondly, teachers select a response according to their own ranking of this strategy. At the end of the questionnaire, there is an open-ended single item which aims to reveals teachers' general comments on VLSs, and it is provided in Table 4 below.

Table 4. *An Open-ended Item in the Questionnaire*

---

As an English language teacher, please state your overall comments on the vocabulary learning strategies. (You can also write any other strategies you think to be added to the list.

---

In Table 4, there is an open-ended item which aims to gather teachers' holistic views on VLSs and other strategies that they consider as favorable for vocabulary learning. Such a question is a necessary part of questionnaires because teachers spend a great deal of time for enabling learners to understand and master vocabulary as much as possible. In this case, it is within reason to see learners' choice of VLSs through the eyes of teachers. Furthermore, every single detail they observe, whether it is positive or negative, can provide an insight to the learning process, and this might be of great use to researchers to find the weakest areas and improvise solutions so as to enhance learning more effectively. The questionnaire and teachers' overall comments on VLSs training are provided in the Appendix section.

**3.7 PROCEDURE**

At the onset of this research, both the control group and the experimental group were given a Language Test, and it was unraveled that both of the groups were at the equal level. Then, the words in the coursebook followed throughout the semester were classified into the levels via the Cambridge Advanced Learners' Dictionary as A1, A2, B1, and B2. Following this, a Vocabulary Levels Test was prepared similar to the one prepared by Schmitt et al. (2001) in which the words were categorised in order of their level of difficulty. In the upcoming step of the process, VLSs training was started out, and the students in the experimental group were trained on Vocabulary Learning Strategies by Schmitt (1997) for twelve weeks. After that, both the experimental group and the control group took this Vocabulary Levels Test as a post-test. Table 5 presents the planning of the treatment that lasted for 12 weeks.

Table 5. *Weekly Plan of the Vocabulary to Be Taught through Vocabulary Learning Strategies*

|  | Vocabulary to be covered | Category of Strategies |
|---|---|---|
| Week 1 | Countries and Nationalities | Determination Strategies |
| Week 2 | Countries and Nationalities | Determination Strategies |
| Week 3 | Body Parts | Social-Discovery Strategies |
| Week 4 | Body Parts | Social-Discovery Strategies |
| Week 5 | Free Time Activities | Social-Consolidation Strategies |
| Week 6 | Free Time Activities | Social-Consolidation Strategies |
| Week 7 | Daily Routines | Memory Strategies |
| Week 8 | Daily Routines | Memory Strategies |
| Week 9 | Jobs | Cognitive Strategies |
| Week 10 | Jobs | Cognitive Strategies |
| Week 11 | Rooms and Furniture | Metacognitive Strategies |
| Week 12 | Rooms and Furniture | Metacognitive Strategies |

Table 5 illustrates the overall plan of the implementation process of the VLSs. It is apparent that in the initial two weeks, countries and nationalities were taught through Determination Strategies. In the next two weeks the vocabulary to be covered through Social-Discovery Strategies was body parts. In weeks 5 and 6, Social-

Consolidation Strategies were used as a means to teach free time activities. After that, the next two weeks were allocated to Memory Strategies to teach daily routines. Following this, in weeks 9 and 10, the specific strategy group was Cognitive Strategies in order to teach jobs. Finally, Metacognitive Strategies were dealt to teach rooms and furniture in weeks 11 and 12.

In the following phase of the research, after the VLSs training ended, the students both in the experimental group and the control group were administered the Vocabulary Levels Test to see whether the VLSs instruction increased their vocabulary levels. At the descriptive phase of the research, a questionnaire was distributed to teachers who work at secondary schools in different regions of Turkey. The questionnaire consisted of two parts; one with items that aimed at finding out the frequency of the use of the strategies as well as the helpfulness rates regarding the strategies, and the other learning teachers' viewpoints towards VLSs. The whole procedure is illustrated in Figure 4 subsequent to the data analysis.

## 3.8 DATA ANALYSIS

As stated earlier, the data collection tools included both qualitative and quantitative tools in this research. Therefore, different data analysis means were applied to scrutinize the data collected in two seperate phases of the research. For the quantitative part of the data collection, both the Vocabulary Levels Test and the task performances were statistically analysed through the SPSS 15 (Statistical Packet of Social Sciences). In line with this purpose, Frequency Analysis, Kruskal Wallis test, and Wilcoxon signed-rank test were employed.

### 3.8.1 The Analysis of the Students' Vocabulary Levels Test

In this study, the experimental group and the control group took the Vocabulary Levels Test after the treatment, that is, as a post-test. These tests were marked by the researcher and the number of the correct items were calculated. Following this process, the scores were transferred to SPSS, and Wilcoxon signed-rank test was administered. The reason for choosing this analysis is that it makes a comparison between the group that took the treatment, and the one that did not, and thereupon gives the correlation and significance values. Besides, a reliability test was done to measure its reliability.

### 3.8.2 The Analysis of the Students' Task Performances

Supervening the each two-week periods of VLSs training, the students were given tasks, totally six, related to the specific vocabulary stated in the plan. They were administered in the class, and collected by the researcher, Then, they were graded and the scores were transferred to the SPSS program for analysis. Since there were 6 different task performances, they were analyzed through Kruskal Wallis test.

### 3.8.3 The Analysis of Questionnaires

As noted earlier, at the descriptive continuum of the research, a questionnaire consisting of 5 point Likert scale regarding the use and helpfulness of VLSs was responded by 323 English language teachers who teach at secondary schools. In respect of the analysis of the questionnaires, two seperate frequency analyses were done on the SPSS programme, the first of which for the frequencies of the use of the VLSs, and the second for the frequencies connected with the helpfulness of the VLSs.

### 3.9 SUMMARY

This chapter depicted the research design adopted for the research, the participants who took part in the research, data collection tools as well as the data analysis tools. Before moving on to the Results Section, it would be more plausible to summarise the procedure followed throughout the treatment phase of the research. It is clearly illustrated in Figure 4 that the 12-week VLSs instruction was conducted on the experimental group, and then the process ended up with the Vocabulary Levels Test administered on both the experimental group and the control group.

Preceding the treatment, the experimental group was chosen for the training.

In Weeks 1 & 2, Countries and Nationalities were taught via Determination Strategies.

After the training, the students performed the Task 1.

In Weeks 3 & 4, Body Parts were taught through Social-Discovery Strategies.

Following the training, the students performed the Task 2.

In Weeks 5 & 6, Free Time activities were covered via Social-Consolidation Strategies.

After the training, the students performed the Task 3.

In Weeks 7 & 8, Daily Routines were focused on via Memory Strategies.

Following the training, the students performed the Task 4.

In Weeks 9 & 10, Jobs were taught through Cognitive Strategies.

After the training, the students performed the Task 5.

In Weeks 11 & 12, Rooms and Furniture were covered through Metacognitive Strategies.

After the training, the students performed the Task 6.

The control and the experimental groups took the Vocabulary Levels Test.

*Figure 4.* **The overall steps followed in the experimental stage of the study**

**CHAPTER IV**

**4. RESULTS**

This chapter sheds light on the results and the findings emerging from the research. The results of the experimental phase of the study are presented predicated on the aim of the study and the research questions. The first research question covers the frequency of the use of VLSs by secondary school students according to teachers. Likewise, the second research question aims to unveil the helpfulness of the VLSs according to teachers. Research question three seeks to find out the effect of focus on a certain strategy category on students' task performances. The last research question attempts to reveal the effectiveness of focus on a certain strategy group on students' vocabulary levels.

**4.1 Findings Related to Research Question 1**

1) *How are the groups of Vocabulary Learning Strategies distributed in accordance with their use by the secondary school students who study EFL in Turkey according to teachers?*

As mentioned in the above lines, a lenghty questionnaire consisting of a 5 point Likert scale, similar to what Schmitt (1997) did, which aimed at uncovering the distribution of use of Vocabulary Learning Strategies by secondary school students was responded by 323 English language teachers working in different regions of Turkey. In an attempt to answer this question, the questionnaire was statistically analyzed by means of a frequency analysis on SPSS 15. The results are provided in a discending order in Table 6.

Table 6.

*The Commonly Used Vocabulary Learning Strategies by Secondary School Students*

| Strategy | $\bar{x}$ | F | % | σ | $\sigma_{\bar{x}}$ |
|---|---|---|---|---|---|
| word lists (DET) | 3.91 | 122 | 37.8 | 1.05 | .05 |
| ask teacher for an L1 translation | 3.89 | 119 | 36.8 | 1.06 | .05 |
| word lists (COG) | 3.84 | 117 | 36.2 | 1.10 | .06 |
| analyze pictures or gestures | 3.79 | 101 | 31.3 | 1.03 | .05 |

| | | | | | |
|---|---|---|---|---|---|
| take notes in class | 3.79 | 99 | 30.7 | 1.02 | .05 |
| use the vocabulary section in the textbook | 3.68 | 92 | 28.5 | 1.07 | .05 |
| ask classmates for meaning | 3.63 | 80 | 24.8 | 1.06 | .05 |
| verbal repetition | 3.62 | 87 | 26.9 | 1.10 | .06 |
| use English-language media | 3.61 | 97 | 30 | 1.15 | .06 |
| keep a vocabulary notebook | 3.59 | 94 | 29.1 | 1.19 | .06 |
| flash cards ( DET ) | 3.58 | 82 | 25.4 | 1.12 | .06 |
| flash cards ( COG ) | 3.56 | 83 | 25.7 | 1.16 | .06 |
| say new word aloud when studying | 3.52 | 88 | 27.2 | 1.16 | .06 |

As seen in Table 6, when the mean scores and the percentages are taken into account, the most commonly used strategy is word lists (M = 3.91), which is a Determination strategy. Then, asking teacher for an L1 translation (M = 3.89) (DET) follows this strategy. It seems that word lists both in Determination Group (M = 3.91) and Cognitive Group (M = 3.84) are preferred substantially by secondary school students. In a similar vein, analyzing any available pictures or gestures ( DET ) (M = 3.79), and verbal repetition (COG) (M = 3.62), are other means that students apply mostly to learn vocabulary. Using English language media ( MET ) (M = 3.61), and keeping a vocabulary notebook ( COG ) (M = 3.59), are also among the most frequently used VLSs. It seems that students also make use of flash cards both in the Determination and Cognitive categories; (DET) (M = 3.58) and (COG ) (M = 3.56 ). Besides, it seems that saying new word aloud ( MEM ) ( M = 3.52 ) is another strategy that secondary students mostly prefer. The prominent finding emanating from this result is that secondary school students predominantly make use of two strategy categories; Determination, and Cognitive strategies.

What follows is an outline of the least used VLSs by secondary school students. They are presented in an ascending order in Table 7.

Table 7.

*The Least Used Vocabulary Learning Strategies by Secondary School Students*

| Strategy | $\bar{x}$ | F | % | Σ | $\sigma_{\bar{x}}$ |
|---|---|---|---|---|---|
| interact with native speakers | 1.95 | 17 | 5.3 | 1.18 | .06 |
| peg method | 2.17 | 8 | 2.5 | 1.07 | .05 |
| underline initial letter of the word | 2.20 | 15 | 4.6 | 1.16 | .06 |
| monolingual dictionaries | 2.39 | 27 | 8.4 | 1.28 | .07 |
| Configuration | 2.40 | 16 | 5 | 1.14 | .06 |
| loci method | 2.41 | 16 | 5 | 1.13 | .06 |
| use cognates in study | 2.44 | 28 | 8.7 | 1.26 | .07 |
| use semantic maps | 2.47 | 21 | 6.5 | 1.18 | .06 |
| learn the words of an idiom together | 2.49 | 17 | 5.3 | 1.13 | .06 |

As seen in Table 7, considering the mean scores and the percentages, it is evident that the least used VLS by secondary school students is interacting with native speakers (Social-Consolidation) (M = 1.95). Then, peg method ( MEM ) follows this strategy (M = 2.17). Among the other vocabulary learning strategies that are not preferable by secondary school students are underlining initial letter of the word (MEM) (M = 2.20), using monolingual dictionaries (DET) (M = 2.39), configuration (MEM) (M = 2.40), loci method (MEM) (M = 2.41), using cognates in study (MEM) (M = 2.44), using semantic maps (MEM) (M = 2.47), and learning the words of an idiom together (MEM) (M = 2.49). Another finding that sparks attention is that the least used strategies are mainly in the category of Memory strategies.

## 4.2 Findings Related to Research Question 2

2) *How do these teachers regard Vocabulary Learning Strategies considering their helpfulness?*

In the questionnaire, the other query was upon the helpfulness of Vocabulary Learning Strategies according to teachers. This is important because effective teaching

depends largely on the pedagogic goals of teachers and what they believe has a direct influence on the way they plan their lessons and organize their classroom atmosphere (Borg, 2003). Similarly, the data were analyzed with a frequency analysis on SPSS, and the most well-accepted VLSs according to secondary school English language teachers are provided in a discending order in Table 8 below.

Table 8.

*The Most Helpful Vocabulary Learning Strategies According to Teachers*

| Strategy | $\bar{x}$ | F | % | Σ | $σ_{\bar{x}}$ |
|---|---|---|---|---|---|
| use English language media | 4.42 | 204 | 63.2 | .85 | .04 |
| analyze any available pictures or gestures | 4.29 | 182 | 56.3 | .93 | .05 |
| study words with a pictorial representation of its meaning | 4.27 | 182 | 56.3 | .92 | .05 |
| flash cards ( DET ) | 4.26 | 171 | 52.9 | .90 | .05 |
| use new words in sentences | 4.25 | 173 | 53.6 | .93 | .05 |
| flash cards (COG) | 4.24 | 171 | 52.9 | .95 | .05 |
| take notes in class | 4.23 | 166 | 51.4 | .91 | .05 |
| connect the word to its synonyms and antonyms | 4.22 | 161 | 49.8 | .91 | .05 |
| say new word aloud when studying | 4.20 | 163 | 50.5 | .93 | .05 |
| associate the word with its coordinates | 4.19 | 165 | 51.1 | .97 | .05 |
| connect the word to a personal experience | 4.18 | 164 | 50.8 | .96 | .05 |
| image word's meaning | 4.18 | 155 | 48 | .93 | .05 |
| use physical action when learning a word | 4.17 | 166 | 51.4 | 1.03 | .05 |
| keep a vocabulary notebook | 4.12 | 158 | 48.9 | 1.05 | .05 |
| interact with native speakers | 4.10 | 180 | 55.7 | 1.20 | .06 |

In Table 8, it is apparent that teachers place using English language media, which is a Metacognitive Strategy, on the top for vocabulary learning (M = 4.42). What is more, analyzing any available pictures or gestures (DET) gets an outstanding merit (M = 4.29), as well as studying words with a pictorial representation of its meaning (MEM) (M = 4.27). It is also clear that flash cards both in the Determination (M = 4.26) and Cognitive categories (M = 4.24) are considered to be helpful by teachers. Besides, taking notes in class (COG) (M = 4.23), saying new word aloud when studying (MEM) (M = 4.20), image word's meaning (MEM) (M = 4.18), using physical action when learning a word (MEM) (M = 4.17), keeping a vocabulary notebook (COG) (M = 4.12), and interacting with native speakers (Social-Consolidation) (M = 4.10). The other strategies in the table are closer to one another in terms of their mean scores. A striking point is that teachers regard strategies in different strategy categories as helpful, but mostly memory strategies such as connecting the word to its synonyms and antonyms (M = 4.22), using new words in sentences (M = 4.25), associating the word with its coordinates (M = 4.19), and connecting a word to a personal experience (M = 4.18).

At the other end of the continuum, there are VLSs which teachers do not give much credit to in the process of learning vocabulary. They are listed in an ascending order in Table 9.

Table 9.

*The Least Helpful Vocabulary Learning Strategies According to Teachers*

| Strategy | $\bar{x}$ | F | % | Σ | $\sigma_{\bar{x}}$ |
|---|---|---|---|---|---|
| underline initial letter of the word | 2.83 | 33 | 10.2 | 1.21 | .06 |
| skip or pass new word | 2.85 | 35 | 10.8 | 1.29 | .07 |

Table 9 represents the VLSs that are perceived to be of little use during vocabulary learning according to teachers. As it seems, underlining initial letter of the word (MEM) does not receive wide acceptance in promoting vocabulary learning (M = 2.83). In addition to this, skipping or passing new word (MET) is not deemed to be a significant strategy in learning words (M = 2.85) since passing a new word may not result in learning, but losing the opportunity to learn the word.

**4.3 Findings Related to Research Question 3**

3) *Does a focus on certain strategy groups have a significant effect over students'*
*task performances?*

This research question is dedicated to the treatment phase of the research in that it set out to explore the effectiveness of a diversified VLSs training upon task performances of the students. In an attempt to achieve this goal, every two weeks were devoted to a specific category. Following the training, tasks related to the target vocabulary were carried out by students. Six task performances were examined in total. For the analysis of these task performances, based on the analysis towards the task performances, to justify its being non-parametric, tests of normality and tests of homogeneity are applied. Several findings also indicate considerable fluctuation with this respect (e.g. shapiro-wilk = .044, (p ≥ .05); Skewness (-3.32); Kurtosis = 12.77) (the threshold is ±1.50). This is not surprising indeed as the task performances focus on a variety of strategies and thus are naturally heterogeneous. Therefore, it is plausible to go on with the Kruskal-Wallis test for the analysis of the differences among the task performances. The results are presented in Table 10 below.

Table 10.

*Kruskal-Wallis Test for the Task Performances Subsequent to the Periodic VLSs Training*

| Strategy | N | Mean | Sig. |
|---|---|---|---|
| Determination | 21 | 69.83 | |
| Social-Discovery | 21 | 52.71 | |
| Social-Consolidation | 21 | 93.76 | |
| Memory | 21 | 76.64 | .000 |
| Cognitive | 21 | 57.74 | |
| Metacognitive | 21 | 30.31 | |
| Total | 126 | | |

Table 10 highlights that there are differences in respect of the task performances of the students. On the basis of the findings through Kruskal-Wallis test, there seems to be a significant difference among the effects of a focus on a certain vocabulary learning strategy group over the treatment procedure (p = .000, p<.05). It is surely discernible that Social-Consolidation strategies led up to far better results in

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comparison with the other strategy groups (M = 93.76). It is also noticeable that the students got relatively lower scores during the weeks that they got Metacognitive strategies training (M = 30.31).

### 4. 4 Findings Related to Research Question 4

4) *Does such a focus also contribute to the vocabulary levels of the students?*

As stated earlier, a Vocabulary Levels Test which comprised the vocabulary in the four modules of the coursebook was prepared. After the VLSs instruction has finished, the students both in the experimental group and the control group were given the same Vocabulary Levels Test to ensure that the training would avail in increasing students' vocabulary levels.

Based on the analysis towards the task performances, an insignificant reliability is seen as Cronbach's α = .613. However, the reliability coefficient should be higher than .70 in L2 research (Dörnyei, 2011). Due to a less impressive extent and on the basis of tests of normality and the values of Skewness- Kurtosis, it was observed that there were some discrepancies in the values, that is, some of the values were not in the ranges they were supposed to be. In an effort to do this, instead of a Paired Sample t-Test, a non-parametric version of this test that is Wilcoxon signed-rank test was carried out. The results of this test are provided below in Table 11.

Table 11.

*Wilcoxon signed-rank test Results for the Vocabulary Levels Test of the Experimental Group and The Control Group*

|  | N | $\bar{x}$ | Σ | Asyymp. sig. |
|---|---|---|---|---|
| control group | 21 | 35.61 | 12.63 | |
| experimental group | 21 | 50.09 | 17.08 | .00 |

Table 11 indicates the mean scores of the participants in the experimental group and the control group. Based on the mean scores, it is clear that the mean scores of the experimental group (M = 50.09) are higher than the mean scores of the control group (M = 50.09). There seems to be a significant difference between the results (p = .00, p≤.05). It is apparent that the VLSs training contributed to the students' Vocabulary levels in the experimental group.

## 4. 5 Summary

This chapter has focused on the results and findings of the research based on the research questions. The next chapter will be describing the synthesis and evaluation of the findings that have been uncovered during the results.

**CHAPTER V**

**5. DISCUSSION AND CONCLUSION**

**5.1 INTRODUCTION**

This chapter is a blend of both discussion of the findings that emerged from the results and the conclusion of the research. It also comprises pedagogical implications and recommendations for prospective research.

**5.2 DISCUSSION**

**5.2.1 Discussion of the Findings in Relation to Research Questions**

**5.2.1.1 Discussion of the Findings in Relation to Research Question 1**

*How are the groups of Vocabulary Learning Strategies distributed in accordance with their use by the secondary school students who study EFL in Turkey according to teachers?*

In this research, in an attempt to find out the VLSs used by learners, a questionnaire was distributed to 323 English language teachers across Turkey. The results reveal that using word lists was the most commonly used VLS that students leaned to during vocabulary acquisition. This strategy is followed by asking teacher for an L1 translation, along with word lists in the Cognitive category. The other strategies that students mostly prefer consist of saying analyzing pictures or gestures, taking notes in class, using the vocabulary section in the textbook, asking classmates for meaning, verbal repetition, using English language media, keeping a vocabulary notebook, using flash cards, saying new word aloud when studying. In Schmitt's (1997) taxonomy, each strategy belongs to a different category, and in this research it is evident that secondary school students make use of a variety of strategies mainly in Determination and Cognitive categories, but only one strategy in the Metacognitive Strategies group, which is the use of English language media. The findings in the questionnaire are in parallel with the findings in the Kruskall Wallis analysis because the students achieved relatively lower scores during the Metacognitive Strategies training. As Oxford (1990) stated, learners who make use of metacognitive strategies

can regulate and evaluate their own learning. In this current research, students mostly depended on the teacher to learn new words or to assess their knowledge of the vocabulary they asked the teacher or their classmates. In Schmitt's (1997) taxonomy, among the most used strategies are asking classmates for meaning, bilingual dictionary, taking notes in class, word lists, verbal repetition, and saying new word aloud when studying. Schmitt's research was conducted with adult learners, and although this current research was meant for secondary school students, the results appear to be common for both contexts. With respect to word lists, Nation and Meara (2010) note that high-frequency words should be specified, and by taking learners' needs and special purposes into account, word lists should be prepared. Another point that Nation (2001) marks is that vocabulary learning should primarily focus on the retrieval process rather than the recognition of the word. Nation and Meara (2010) hold the same view in that they suggest that meaning-focused output can lead to vocabulary learning. As in the case of flash cards, Hung (2015) posits that digital flash cards can be incorporated into L2 classrooms in order to enchance deliberate vocabulary learning. Likewise, Sitompul (2013) conducted research on the use of flash cards and word lists, and found out that the group that received vocabulary instruction via flash cards were able to learn vocabulary better than the group which learned through word lists. Another strategy that stands out in this research is that secondary school students prefer asking their classmates for meaning. With this particular fact, young learners are more inclined to learn in game-oriented situations. Combined together, learning vocabulary in games can enable learners to recycle vocabulary by asking their classmates, thus increasing their level of motivation towards vocabulary learning and reinforce interaction among the classmates.

The least used strategies by secondary school students seem to be interacting with native speakers, peg method, underlining the initial letter of the word, using monolingual dictionaries, configuration, loci method, using cognates in study, using semantic maps, and learning the words of an idiom together. Monolingual dictionaries are regarded as far more helpful than bilingual dictionaries (Thompson, 1987). Similarly, Altay (2015) posits that learners are stimulated to make use of monolingual dictionaries more often. However, students do not seem to prefer using them, partly due to, their complex nature. At this point, Dalton and Grisham (2011) direct attention to the use of technology and Internet-based tools for vocabulary learning. What they

suggest in relation to the internet is that it houses many opportunities such as monolingual or bilingual dictonaries as well as multimedia contexts for free. In this regard, it is the role of teachers to enlighten students towards the utility of the internet. Along similar lines, Tosun (2015) suggests that blended learning which is the combination of both face to face learning in the classroom and e-learning outside the class can consolidate vocabulary learning to a greater extent. As for interacting with native speakers, Nunan and Richards (2015) postulate that there are a great number of ways to learn a language beyond the classroom such as technology, internet, television, out-of-class projects as well as promoting acquisition through inteaction with native speakers. Although to a less nonstraightforward extent, learners can get the chance to hear new words from people and improve their pronunciation while interacting with native speakers. As Atay and Ozbulgan (2007) state, learners can benefit from a diverse range of memory strategies in order to improve their proficiency in vocabulary. Peg method, loci method, and configuration are some of the memory strategies, and learners need instruction for the use of these strategies.

### 5.2.1.2 Discussion of the Findings in Relation to Research Question 2
*How do these teachers regard Vocabulary Learning Strategies considering their helpfulness?*

In the same questionnaire, another point that was handled was the query into the helpfulness of VLSs according to teachers. The results indicate that teachers value using English language media during vocabulary learning. They also give credit to analyzing any available pictures or gestures for vocabulary learning. The other strategies that they regard as helpful are studying a word with its pictorial representation of its meaning, using flash cards, using new words in sentences, taking notes in class, connecting the word to its synonyms and antonyms, saying new word aloud when studying, associating the words with its coordinates, connecting the word to a personal experience, image word's meaning, using physical action when learning a word, keeping a vocabulary notebook, and interacting with native speakers. It seems that teachers are in tendency to attach importance to word association as well as using the words in sentences. Meara (2009) likens word association to network structures which consist of nodes connected by lines. In this case, there may be some transitions between the nodes or words. To put a finer point on the issue, vocabulary analysis is applicable through association. It seems to be a complicated network, but it is easy to

keep track of the words in regards to the links among one another. It also stands out that teachers attach credence to using new words in sentences. At this point, it would be more appropriate to remember Krashen's Input Hypothesis (1985) in which he suggests that for language acquisition exposure to input is necessary. In this regard, apparently, teachers esteem input in the process of vocabulary learning. However, this view contrasts with that of Swain's Output Hypothesis (2005) which highlights the role of the actual use of the language by learners rather than mere exposure to input. It would be necessary to ask the question: "Who uses the words in sentences, students or learners?" because if the former uses the words in sentences, the ideology they line up with may be the Input Hypothesis. However, if it is the latter, it may give more tangible results during vocabulary learning because as learners produce their own language samples, it opens doors for learning.

Another outstanding finding is that teachers favour using physical action when learning a word. Wan (2017) suggests that drama is a precious tool in teaching English as it provides authentic context for learning. Learners can get the chance to learn vocabulary actively with their peers in a meaningful and more interactive way.

The VLSs that teachers do not regard that helpful are underlining the initial letter of the word or skipping or passing a new word. Upon revisiting Schmitt's (1997) questionnaire, it is evident that skipping or passing a new word was regarded as one of the least helpful strategies for vocabulary acquisition. Therefore, the results seem to bear a resemblance in this aspect.

In regard to the vocabulary learning process, teachers were asked to share their views at the end of the questionnaire, and one of the teacher drew attention towards the implicit learning of vocabulary.

> Exposure to the language is very effective while learning vocabulary. Students should see the words as often as possible. They should learn vocabulary without having any difficulty, without much effort, and in an enthusiastic way. They don't have to memorise word lists for learning vocabulary but they can learn them implicitly. Coursebooks should not include too much vocabulary. The number of words should be limited but enough to serve their purpose.

As Wang (2000) posits, both implicit and explicit ways of learning are potentially useful tools for vocabulary learning, in a way that they complement each

other to promote acquisition. When viewed from this aspect, it would be more sensible to plan vocabulary teaching as a double-sided process not only by teaching explicitly but also leaving some space for learners to learn on their own.

### 5.2.1.3 Discussion of the Findings in Relation to Research Question 3
*Does a focus on certain strategy groups have a significant effect over students' task performances?*

During the treatment phase of the research, students were trained on different category of VLSs. At the end of the every two-weeks training, students were given a task to check to what extent the students were able to learn the vocabulary. The findings indicate that during the Social Consolidation strategies training students performed better compared to the other strategy groups. It is also evident that the students got lower scores during the Metacognitive strategies training.

A deeper analysis into the strategy categories shows that the strategies in the Social-Consolidation categories are more of a group-based study, engage students with flash cards or word lists, or require interaction with native speakers. However, the strategies in the Metacognitive category direct learners to plan, regulate and assess their own learning (Oxford, 1990). Based on the findings, it is clear that students do not seem to make use of Metacognitive strategies except using English language media. As a matter of fact, whether students consciously use the English language media for vocabulary learning or not is open to question. Another remark is that one of the least used strategies is skipping or passing new word. As Dörnyei (1995) pointed out, topic avoidance is a communication strategy which learners can lean to at a time when they do not understand the content. This is similar to the skipping a new word in that students avoid getting stuck with the word or dealing with the meaning of the word at that time, and may get back to its use later on. It is a useful strategy for such a purpose, however, in this study it is clearly seen that students do not favour this strategy as it may mean losing the opportunity to learn the new words for them. What is more, metacognition necessiates a continual study of vocabulary, but it stands out to be clear that students do not seem to be adopting this strategy as a long-term goal.

### 5.2.1.4 Discussion of the Findings In Relation to Research Question 4
*Does such a focus also contribute to the vocabulary levels of the students?*

In an attempt to answer this question, a vocabulary levels test similar to Schmitt et al. (2001) was developed by including the words used in the coursebook. This test

was administered to both the experimental group and the control group after the treatment. The findings indicate that the VLSs instruction made a contribution to increasing learners' vocabulary levels in the experimental group. The major finding emerging from this Vocabulary Levels Test is that beginner level students do not seem to keep pace with this kind of test. After intensive training and continual support, students were able to get used to the "match the words with their definitions" system. This is a good finding as it puts emphasis on learning words together with their definitions, which gives specific reference to the use of monolingual dictionaries (Harvey & Yuill, 1997) with multiple means of input for L2 learning. For instance, learners can see example sentences, the pronunciation of the word, the grammatical aspects of the word as well as the formality of the word. In this way, learners can learn more than a simple L1 translation of the word. Nation and Webb (2011, p.195) state that "vocabulary size is clearly a major determinant of successful language use". In this regard, it would be more appropriate to direct students' attention to increasing the number of words they know for the purpose of understanding texts, and being able to use them in other task sequences.

## 5.3 PEDAGOGICAL IMPLICATIONS

This research provides an insight into classroom practices in some respects. First and foremost, it would be safe to say that VLSs training should be a part of the curriculum meaning that vocabulary instruction gets its own treatment as in other language skills; speaking, listening, reading and writing. In this way, the continual progress of vocabulary learning can be observed, and many more efforts can be devoted to the areas where the weaknesses are noticeable. Without such a special treatment, vocabulary learning cannot be making great strides as it is supposed to be.

Secondly, students should be provided with a broad array of strategies that they can make use of in and out of the classroom and they are to be familiarized with these strategies with trial and error. It is a crucial feature of classrooms to enable learners to try out the input that is novel for them. It is possible to see this as in the case of giving a presentation, writing a letter or making a sentence using the new word. What is essential is that a proper feedback that clarifies the points related to such practices can be useful to learners in finding out their weaknesses and better yet their progress.

Furthermore, higher-order thinking skills should be awakened in learners as early as possible. As learners mature cognitively, it is hard to change their cognitive processes, therefore learners should be directed towards planning, regulating and monitoring their own learning through language learning diaries and self-regulation strategies. It takes much longer to develop these skills, that being the case, planning of the lesson plans should include practices to achieve continuity in gaining metacognitive strategies and turn them into life-long habits. In this manner, effective teaching is not the one that the teacher explains everything, but the one that guides learners to find their own way during vocabulary acquisition and in the great scheme of language learning.

One final remark into the effectiveness of vocabulary teaching is that learners' opinions towards vocabulary learning are to be taken into account. In this regard, they should be integrated into the classroom practices. The practices that they propose may pave the way for gaining a different viewpoint and thus enrich their vocabulary.

## 5.4 FURTHER RESEARCH

This current research only handled the VLSs training in only one class and was deeply involved in seeing the progress throughout the 3 months process. In this regard, it would be more plausible to see the effectiveness of such an instruction by experimenting it in multiple classes, carry out a contrastive analysis, and to get more general results. What is more, a further analysis into the impact of VLSs training on learners' productive task performances is needed in attaining more reliable results. Whether learners can use the vocabulary during speaking and writing activities or not would enable L2 researchers to see the big picture.

## 5.5 CONCLUSION

This research reveals that students seem to make use of Social-Consolidation strategies mostly for vocabulary learning. In this category, students are liable to learn words within groupwork, use word lists or flashcards to enhance learning or even interact with native speakers. On the other hand, students do not appear to prefer using Metacognitive strategies, but they are inclined to use the strategies in the other categories mostly. This is also visible in terms of the students' task performances.

Students performed better during the Social-Consolidation training weeks, however, they achieved lower scores during the Metacognitive Strategies training weeks. Given that students who know how to plan, monitor and guide their own learning can be more successful compared to students who do not, what students seem to be short of is self-learning or learning independently from the classroom environment. In this case, classroom applications should, more often, include and emphasise raising students' awareness into managing their own learning. This is because students expect teachers to explain every single information or translate words that are unfamiliar to them, rather than finding out the message by themselves. Therefore, students are to be guided about learning on their own as well as planning, regulating and evaluating their own learning.

Another point that sparks attention is that teachers are more likely to value the association of words with one another. Learning words with their synonyms or antonyms concurrently can strengthen the ties between two words and maximize the potential of learning several words together. With this in mind, it can enable learners to draw up a mental semantic map of the words that they learn daily, and broaden their vocabulary step by step. Studying words together with their pictures also merits attention as a helpful strategy through the eyes of teachers. This strategy is compatible with words that have a direct representative picture or gesture, and can be employed to trigger the word(s) in relation to the picture. However, for the abstract words, coming up with near-synonymous words that suggest the concept in question can also function well for vocabulary learning as well as production.

Contextualization of vocabulary has been found to be a helpful strategy for the unity of the word together with the other components of a sentence. In this regard, using the new word in sentences is ideal rather than keeping it as a single item. This is because a word only makes sense if it is used in a context. From this point of view, learners should be able to experience using it in a new sentence, and try out where to put the word in the sentence as an important constituent.

Teachers also highlight the use of English language media as a helpful strategy, which is the only strategy that belongs to the Metacognitive strategies category. The use of English language media has undoubtedly been found to be helpful for learning in general, and can also be brought forward for vocabulary learning in particular. If used appropriately, songs are authentic materials that can increase learners' motivation

and add to their vocabulary development in no small measure. In this regard, they should be a regular part of lesson plans, and selected by taking learners' age and linguistic levels into account. Along the same line, movies that are broadcast in the English language can be utilized for a series of profits such as exposure to the language and learning new expressions, and so is true for learning words in context. As part of the authentic materials, newcasts can also be incorporated into language learning in and out of classrooms with a view to increasing understanding in the English language and improving vocabulary through learning new words in context. Such media tools mentioned above are useful for students as long as they are processed in a proper manner, that is, they are to be integrated into lessons within a plan. To exemplify this, prior to listening to a song, a pre-listening activity can activate learners' knowledge and prepare them to the words they are about to learn. In the same manner, a while-listening activity and a post-listening activity can strengthen learners' comprehension of both linguistic and meaning content, therefore, they are to be mapped out in advance. Otherwise, songs or the other means of media cannot go beyond just passing the time. In consideration of this point, the activities should always be prepared with pedagogy-oriented aims, and take learners a step further from their current status of knowledge.

Bilingual dictionaries do not appear to be used by secondary school students at all but they are indispensable sources for vocabulary learning. Although they are recommended much less than monolingual dictionaries, they serve learners' immediate needs of understanding the meaning of the word. It is a common practice for beginning level learners to make a connection between the TL and the L1, and thus learn the TL together with its L1 equivalance. Therefore, such a habit should be welcomed in the earlier stages of vocabulary development but it should be viewed as a stepping-stone towards more native-like sources, in this case monolingual dictionaries.

Another point worthy of mention is that students should be able to encounter the new word several times in varied contexts such as reading texts or dialogues, with different uses such as collocations, and most importantly in productive tasks, namely speaking and writing. In this way, the more learners use the words in context, the better they will be able to connect the ties between form, meaning and use. By trying out the new words either verbally in a dialogic context or in written form in paragraph or story

writing, learners can get the optimum benefit from vocabulary instruction for long term growth.

The dichotomy over explicit versus implicit teaching of vocabulary has always been open to discussion. Direct strategies, in this context, memory and cognitive strategies have been observed to be applied more than the indirect strategies which are metacognitive strategies. However, social strategies are also in the category of Indirect strategies. From this point of view, it is understood that learners tend to use the strategies that they think best fit their immediate needs or the ones that they are already familiar with. In this respect, it would be more appropriate to take a chance to try the other challenging strategies and experience the other means that can serve their benefits for vocabulary acquisition. What is easier, though not always, cannot help learners to challenge their minds. For instance, peg method or loci method or configuration can also serve learners' purposes for a longer period of time of vocabulary retention. The best way out is the practice of such strategies in the classroom. As learners get used to apply such tools for remembering or even consolidating their vocabulary, they will be at their disposal and they can take advantage of these strategies where necessary. The key to having a command of a vast variety of words is through drawing on a number of strategies because learning does not only consist of single use of the word but being able to use the word in context, and together with other word groups (collocations). For each dimension of word learning, it would take a different route of learning in a way that they complete the puzzle of vocabulary learning.

In a nutshell, vocabulary learning needs to be given special treatment as it deserves, without a critical handling of vocabulary, learners cannot go further in their achievement of tasks, be it in reading or speaking. In this regard, learners should be taught quite a good number of vocabulary learning strategies that they can make use of in different situations and in different contexts. The best way of doing this is the practice of these strategies in the classroom. The more learners get used to using them, the better they will be able to manipulate them where necessary in an attempt to overcome difficulties both during the receptive and the productive phases of language learning. This necessiates a good planning of vocabulary learning as well as revision of vocabulary at specific time intervals so that the vocabulary learnt can stay in the long term memory. Besides, it would be more appropriate to teach vocabulary through

drama activities so that learners can act out the words, feel the words and can actually see the exact context of the words, which in turn can increase learners' language competence.

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**APPENDICES**
**APPENDIX A. Vocabulary Levels Test**

This is a vocabulary test.You must choose the right word to go with each meaning.Here is an example.

1.business

2.clock _____part of a house

3.horse _____animal with four legs

4.pencil _____something used for writing

5.shoe

6.wall

You answer it in the following way.

1.business

2.clock __6__ part of a house

3.horse __3__ animal with four legs

4.pencil __4___ something used for writing

5.shoe

6.wall

**Version:1 –A1**

1.board

2.book _____ animal with soft fur

3.box _____furniture to sit on

4.cat _____printed work to read

5.chair

6.desk

1.dog

2.door _____somebody you like

3.girl _____covering on the head

4.hat _____tool to write

5.pen

6.friend


1.pencil

2.pizza _____liquid for drinking

3.tree _____part of a house

4.water _____green woody plant

5.window

6.class


1.come

2.sit _____perceive meaning

3.understand _____complete something

4.open _____discover

5.finish

6.find


1.wrong

2.favourite _____intelligent

3.first _____something you love

4.new _____humorous

5.clever

6.funny

1.game

2.homework    _____ period of twelve months

3.music    _____pattern of sounds

4.teacher    _____part of a day

5.year

6.morning


1.animal

2.dictionary    _____symbol for counting

3.clothes    _____book of words

4.number    _____political unit

5.country

6.bike


1.nationality

2.world    _____period of four weeks

3.month    _____meal in the midday

4.student    _____the Earth

5.hand

6.lunch


1.night

2.language    _____very large town

3.city    _____dark period of day

4.vegetable    _____method of communication

5.hair

6.picture

1.eye

2.village            _____very small town

3.summer            _____season of a year

4.horse               _____body part to see

5.nose

6.car


**Version :2 –A2**

1.journey

2.elephant            _____very small animal

3.luck               _____drawing of the Earth

4.insect            _____chance

5.map

6.science


1.kite

2.fire         _____female king

3.onion       _____flying object

4.queen       _____tool to measure things

5.rabbit

6.ruler


1.umbrella

2.art             _____device for protection from rain

3.song            _____first city

4. bridge          _____activity of drawing

5.capital

6.programme

1.friendly

2.lazy _____not weak

3.noisy _____pleased

4.polite _____not quiet

5.strong

6.nice


1.geography

2.gym _____sports centre

3.break _____person living next to you

4.actor _____area in a city or town

5.uncle

6.neighbour


1.careful

2.kind _____excellent

3.cool _____not dark

4.fair _____polite

5.straight

6.dead


1.check

2.lose _____cover with colour

3.paint _____strong dislike

4.brush _____want something to happen

5.hate

6.hope

1.lake

2.piano                 _____musical instrument

3.forest                _____middle of the day

4.scooter               _____land of trees

5.noon

6.south

1.carpet

2.cooker                _____cloth on the windows

3.corner                _____thing to sleep on

4.towel                 _____covering on the floor

5.curtain

6.pillow

1.dream

2.guest                 _____room to borrow books

3.health                _____visitor

4.library               _____state of being well

5.office

6.farmer

### Version :3   B1

1.bat

2.assistant         _____container to put water in

3.flag               _____animal with wings

4.jug                _____symbol of a country

5.greeting

6.secret

1.lucky

2.serious          _____kind and pleasant

3.silly            _____not smart

4.sweet            _____not joking or funny

5.true

6.primary


1.title

2.continent        _____ house of king and queen

3.palace           _____personality

4.character        _____name

5.gallery

6.moustache


1.interview

2.object           _____online diary

3.elbow            _____animal that can talk

4.parrot           _____meeting

5.blog

6.comment


1.forget

2. miss            _____speak about something

3.surprise         _____repair

4.mention          _____not remember

5.fix

6.protect

1.knee

2.wardrobe    _____person who sells meat

3.rock    _____ things together

4.buthcher's    _____ furniture to put clothes in

5.collection

6.nephew


1.produce

2.breathe    _____find an answer

3.ski    _____be present

4.call    _____take air into the lungs

5.solve

6.appear


1.brilliant

2.comic    _____extremely large

3.plain    _____from a small area

4.ugly    _____intelligent

5.huge

6.local


1.chemist's

2.novel    _____ animal doctor

3.scientist    _____long  printed story

4.vet    _____person who sells medicine

5.jogging

6.career

1.energy

2.environment          _____ability to remember

3.dozen               _____nature

4.memory              _____twelve

5.attraction

6.niece

**Version :4   B2**

1.wrist

2.zebra               _____person who writes music

3.power               _____hard hat

4.composer            _____very old story

5.helmet

6.legend

1.hardworking

2.incredible          _____with no chemicals

3.back                _____not lazy

4.sadly               _____difficult to believe

5.organic

6.wise

1.whistle

2.present             _____be careful

3.sneeze              _____introduce

4.belong              _____hope

5.watch

6.wish

1.rainbow

2.belonging         _____series

3.cycle            _____way of feeling

4.spirit           _____top layer of earth that plants grow in

5.chemical

6.soil

**APPENDIX B. THE QUESTIONNAIRE**

Teacher's years of experience :………..                City:………………………

### ENGLISH VOCABULARY LEARNING STRATEGIES

There are a great number of ways to learn vocabulary in English. The aim of this survey is to find out which vocabulary learning strategies secondary school students (5th, 6th, 7th and 8th graders) make use of and according to you (as an English language teacher) to what extent you think that these strategies are helpful or not.

Select a response according to your observation of how often your students use the strategies.

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

Select a response according to what extent you think that the strategies are helpful for learning words.

1-Not helpful        2-Barely  Helpful        3-Somewhat  Helpful        4-Helpful        5-Very helpful

### PART :1  Strategies for the Discovery of a New Word's Meaning

#### Determination Strategies

*Analyze part of speech* (e.g verb, noun, adjective or adverb)

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

1-Not helpful        2-Barely  Helpful        3-Somewhat Helpful        4-Helpful        5-Very helpful

*Analyze affixes and roots (*pre-fix or suffix)

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

1-Not helpful        2-Barely Helpful        3-Somewhat  Helpful        4-Helpful        5-Very helpful

*Check for L2 cognate*

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

1-Not helpful   2-Barely  Helpful   3-Somewhat  Helpful    4-Helpful    5-Very helpful

*Analyze any available pictures or gestures*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful   3-Somewhat  Helpful    4-Helpful    5-Very helpful


*Guess from textual context*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely  Helpful  3-Somewhat  Helpful   4-Helpful   5-Very helpful


*Bilingual dictionary*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful        2-Barely  Helpful      3-Somewhat  Helpful      4-Helpful     5-Very helpful


*Monolingual dictionary*

1-Never       2-Rarely      3- Sometimes      4- Often       5-Always

1-Not helpful   2-Barely  Helpful  3-Somewhat  Helpful   4-Helpful     5-Very helpful


*Word lists*

1-Never       2-Rarely      3- Sometimes      4- Often       5-Always

1-Not helpful     2-Barely  Helpful  3-Somewhat  Helpful  4-Helpful     5-Very helpful

*Flash cards*

1-Never       2-Rarely      3- Sometimes      4- Often       5-Always

1-Not helpful  2-Barely  Helpful 3-Somewhat  Helpful    4-Helpful    5-Very helpful


**Social Strategies**

*Ask teacher for an L2 translation*

1-Never       2-Rarely      3- Sometimes      4- Often       5-Always

1-Not helpful   2-Barely  Helpful  3-Somewhat  Helpful   4-Helpful     5-Very helpful

*Ask teacher for paraphrase or synonym of a new word*

1-Never      2-Rarely      3- Sometimes      4- Often      5-Always

1-Not helpful   2-Barely  Helpful   3-Somewhat Helpful   4-Helpful   5-Very helpful


*Ask teacher for a sentence including the new word*

1-Never      2-Rarely      3- Sometimes      4- Often      5-Always

1-Not helpful      2-Barely  Helpful   3-Somewhat  Helpful   4-Helpful   5-Very helpful

*Ask classmates for meaning*

1-Never      2-Rarely      3- Sometimes      4- Often      5-Always

1-Not helpful    2-Barely  Helpful   3-Somewhat  Helpful   4-Helpful  5-Very helpful


*Discover new meaning through group work activity*

1-Never      2-Rarely      3- Sometimes      4- Often      5-Always

1-Not helpful    2-Barely  Helpful   3-Somewhat  Helpful   4-Helpful   5-Very helpful


**PART :2 Strategies for Consolidating a Word Once It has been Encountered**

*Study and practice meaning in a group*

1-Never      2-Rarely      3- Sometimes      4- Often      5-Always

1-Not helpful  2-Barely Helpful    3-Somewhat  Helpful  4-Helpful   5-Very helpful


*Teacher checks students' flash cards or word lists for accuracy*

1-Never      2-Rarely      3- Sometimes      4- Often      5-Always

1-Not helpful  2-Barely  Helpful   3-Somewhat  Helpful    4-Helpful   5-Very helpful


*Interact with native- speakers*

1-Never      2-Rarely      3- Sometimes      4- Often      5-Always

1-Not helpful     2-Barely  Helpful   3-Somewhat  Helpful  4-Helpful   5-Very helpful

**Memory Strategies**

*Study word with a pictorial representation of its meaning*

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

 1-Not helpful   2-Barely Helpful   3-Somewhat Helpful   4-Helpful    5-Very helpful


 *Image word's meaning*

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

1-Not helpful  2-Barely Helpful   3-Somewhat Helpful   4-Helpful    5-Very helpful


*Connect word to a personal experience*

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

1-Not helpful   2-Barely Helpful  3-Somewhat Helpful   4-Helpful    5-Very helpful


*Associate the word with its coordinates(*relate the word to its group ;e.g learning "apple" with other fruits)

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

 1-Not helpful  2-Barely Helpful  3-Somewhat Helpful   4-Helpful    5-Very helpful


*Connect the word to its synonyms and antonyms*

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

1-Not helpful   2-Barely Helpful  3-Somewhat Helpful   4-Helpful    5-Very helpful


*Use semantic maps*

1-Never        2-Rarely        3- Sometimes        4- Often        5-Always

 1-Not helpful   2-Barely Helpful  3-Somewhat Helpful    4-Helpful   5-Very helpful

*Use "scales" for gradable adjectives* (e.g. huge / big/ medium-sized/ small/ tiny)

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

 1-Not helpful   2-Barely Helpful   3-Somewhat Helpful    4-Helpful   5-Very helpful


*Peg Method (*link words together that have no sense relationships*)*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

 1-Not helpful   2-Barely Helpful   3-Somewhat Helpful   4-Helpful    5-Very helpful


 *Loci Method (*associate words with a location

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful    2-Barely Helpful   3-Somewhat Helpful    4-Helpful   5-Very helpful


*Group words together to study them*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful    4-Helpful   5-Very helpful


 *Group words spatially on a page*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful    4-Helpful   5-Very helpful


 *Use new words in sentences*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful    4-Helpful   5-Very helpful


 *Group words together within a storyline*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful    4-Helpful   5-Very helpful

*Study the spelling of a word*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Study the sound of a word*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Say new word aloud when studying*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful 2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Image word form*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Underline initial letter of the word*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Configuration (*making a mental representation of the sound of a word*)*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful 3-Somewhat Helpful  4-Helpful  5-Very helpful

*Use Keyword Method (*finding an L2 word which sounds like the target L3 word

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Affixes and Roots (remembering)*(e.g help+ful:helpful,  ir+ regular:irregular )

1-Never       2-Rarely       3- Sometimes       4- Often       5-Always

1-Not helpful   2-Barely  Helpful   3-Somewhat  Helpful   4-Helpful     5-Very helpful


*Part of speech (remembering)*

1-Never       2-Rarely       3- Sometimes       4- Often       5-Always

1-Not helpful   2-Barely  Helpful   3-Somewhat  Helpful     4-Helpful     5-Very helpful


*Paraphrase the word's meaning*

1-Never       2-Rarely       3- Sometimes       4- Often       5-Always

1-Not helpful   2-Barely  Helpful   3-Somewhat  Helpful     4-Helpful     5-Very helpful


*Use cognates in study (*e.g "Mutter" in German , "Mother" in English and  "Madre" in Spanish)

1-Never       2-Rarely       3- Sometimes       4- Often       5-Always

1-Not helpful   2-Barely  Helpful   3-Somewhat  Helpful     4-Helpful     5-Very helpful


*Learn the words of an idiom together*

1-Never       2-Rarely       3- Sometimes       4- Often       5-Always

1-Not helpful   2-Barely  Helpful   3-Somewhat  Helpful     4-Helpful     5-Very helpful


*Use physical action when learning a word*

1-Never       2-Rarely       3- Sometimes       4- Often       5-Always

1-Not helpful   2-Barely  Helpful   3-Somewhat  Helpful   4-Helpful     5-Very helpful

*Use semantic feature grids*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful


**Cognitive Strategies**

*Verbal repetition*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Written repetition*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Word Lists*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Flash Cards*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Take notes in class*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful


*Use the vocabulary section in your textbook*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Listen to tape of word lists*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful  2-Barely Helpful  3-Somewhat Helpful  4-Helpful  5-Very helpful

*Put English labels on physical objects*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful   4-Helpful    5-Very helpful

*Keep a vocabulary notebook*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful    4-Helpful    5-Very helpful

**Metacognitive Strategies**

*Use English-language media* (songs,movies,newcasts,etc.)

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful    3-Somewhat Helpful    4-Helpful    5-Very helpful

*Testing oneself with word test*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful   4-Helpful    5-Very helpful

*Use spaced word practice*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful    4-Helpful    5-Very helpful

*Skip or pass new word*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful   4-Helpful    5-Very helpful

*Continue to study word over time*

1-Never     2-Rarely     3- Sometimes     4- Often     5-Always

1-Not helpful   2-Barely Helpful   3-Somewhat Helpful    4-Helpful    5-Very helpful

As an English language teacher, please state your overall comments on the vocabulary learning strategies (You can also write any other strategies you think to be added to the list :

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(adapted from Schmitt,1997)

## APPENDIX C. TEACHERS' OVERALL COMMENTS ON VOCABULARY LEARNING STRATEGIES and OTHER VLSs

Listening the song to learn a new word.

To me, antonyms and synonyms are the most useful part of teaching English. They Keep notebooks about them and can easily remember the words. Teaching a New word without a context doesn't work. As I see, in this techonology age, students are able to learn vocabulary from games which they have fun. That's why, I want them to write riddles about the target vocabulary. In class, they ask their riddles eachother. Writing and guessing those riddles help them a lot while acquiring the vocabulary items. Translating, keeping word lists and writing again and again don't make sense but they make students fell safe which makes me surprise all the time.

I think the repetitions of the new words are very important. When students see in a context , learning can be easier for them. Before I start to new unit, I give vocabulary list to students. They find Turkish meaning and then I check it. I prepare a vocabulary quiz one week later. They see the words in the text and exercises and I repeat them again and again in a week before the quiz. Finally they study the words for the quiz.

For a better learning students should try various strategies and find most suitable ones for themselves. But they generally do not prefer trying new things instead try to memorize directly, at least my students I can say.

Very useful survey

These strategies are very helpful for learning vocabulary and I use them a lot

Many different strategies are included in this form. So, congratulations!

Affective strategies may ne added in more detail on the list

I think peripheral learning is very useful for learning new words so I decorate my classrooms with posters. In each theme there are related words and students see them again and again. By that way they learn the new words easily. I use so many images and flashcards when teaching new words. After each unit,I prepare a word quiz.

Match the words with the pictures

synonyms,antonyms

Vocabulary quiz at the end of the units is the best way for memorizing and comprehending words.

Use Word practice

Repeat the vocabs before going to bed and as soon as waking up, repeat them again.

We can use flashcard, also listening and writing a word is very important for the students.

Regular repetition

Vocabulary learning requires relegation.

It is useful for the Ss to see, to hear and to repeat the words over time.Wanting them to write a word 10 times etc isn't a good way to teach them vocabulary,it is just boring.They need to see a word in a text,then guess its meaning and last learn it.By repeating new words with different exercises and games they really learn how to pronounce and spell it in an enjoyable way.

There are lots of methods on teaching vocabulary but the most important one is to see group words together in storyline. Because it works on remembering the word.

To know the language means knowing its vocabulary.

Vocabulary learning is an extensive process in which each student should use his/her own learning strategy as each student has a different cognitive perception ability. However complex it is there are some useful techniques that can make this process easy; such as group work, linking with familiar words, flashcards, stories, repetition, expressing his/her own words, using in a diologue, listening in a song, video, group with synonym or antonym...etc

My students remember words once we have studied them in a variety of ways. Using the dictionary to look up meanings, repeating them in class, hearing the word in a text, etc. If they just memorize it and we move on, they quickly forget the word.

Visualizing is very important while teaching vocabulary. Decorating the classroom with the pictures of related unit vocabulary help the kids to learn quickly. Another way of efficient learning of vocabulary is playing games. It doesn't matter what their ages are, kids like playing games. While playing games, it helps students to reinforce the vocabulary as well. All the kids want to take part in the games that's why playing a game is one of the major techniques while teaching vocabulary.

I think the best word learning strategy is watching videos, films or listening to music in English. Also the best way is not translating anything you learn but understand what it means by known English words. If you have any chance, you can talk to people in English to practice. This way I think you can learn more words by practicing and listening.

They are all useful strategies.

Time is not enough for the curriculum given.

When I teach young learners I usually use flashcards and my body to teach and revise vocabulary items.

I hope the results of this test can contribute on students' vocabulary learning strategies. The more visual they see, the more they remember.

My students learn new words in a context. Ther try to infer the meaning of the new word from the text.

using new vocabulary and doing the related activities are the best way
I think flashcards are more useful than others.

The words should be learned within a context.

I think most of the strategies listed above can practically be used in language classes. Which strategies I use depend on the grade of pupils. Some strategies work better at different age levels. I believe that every individual deserves a chance to discover his/her own way of learning. This is why a teacher should introduce them with different types of strategies in the lessons.

Learning vocabulary is an important part of learning language. This is also really slow process. New words must be encountered many times before it is learned. In this process as a teacher we must highlight the new words and teach vocabulary. Flash cards, visual objects are really effective to teach new vocabulary.

Vocabulary learning strategies make it easier to learn vocabulary.

Exposure to the language is very effective whole learning vocabulary. Students should see the words as often as possible. They should learn vocabulary without having any difficulty, without much effort and in an enthusiastic way. They don't have to memorise word lists to learn vocabulary but they can learn them implicitly. Coursebooks shouldn't include too much vocabulary. The number of words should be limited, but enough to serve their purpose.

Vocabulary learning strategies are personally-driven practices in a way that they change according to learner's age, cognitive developments, needs, motivation, interests, etc. Therefore, I have to clarify my thoughts in my learner's context. Using flashcards, preparing posters, oral repetition, additional visual materials, kinaesthetic activities, and most importantly gamification could be among the age-appropriate vocabulary learning strategies. For instance, competition games including vocabulary lists of the specific units in the curriculum are the main motivation behind their effort to learn the words.

I think vocabulary learning strategies are so important for learning a new word. By using some strategies, students will be able to learn effectively. Especially the cognitive ones such as verbal, written repetitions, flashcards and taking

notes in the class are useful. Also, students like learning new vocabulary by playing online word games which are designed parallel to our coursebooks. It is really entertaining for them to combine learning words with technology.

Teaching vocabulary through word associations and linkword technique are also effective ways.

when learning a new word, it is a good way to use the one-one method which is repeating or remembering the word one minute-one hour-one day-one week-one month and one year later after learning.

The problem with the students here is that they do not understand the importance of learning and they resist against learning. Their attitude must be changed first

Vocabulary is the most important part of reading and writing

In Turkey, I feel so nervous when I teach some kind of new words because I am lack of confidence about level of students or their fundamental base. Time to time I need a native speaker to show that English is a real language and I need also real and native places to open a new horizon for myself. I totally recommend special language learning places to all learners. Maybe this is a cafe or just a room for practising or somehow suitable for practising English.

In my opinion, vocabulary is a core component of language and has a very crucial role in the L2 learning process. Vocabulary learning strategies are short-cut way of learning vocabulary, thus they assist learners in learning vocabulary easily. They should be integrated into language programs in order to gain better results in L2 acquisition. The bigger learners' vocabulary size, the better for them to make progress in the L2 acquisition process. Therefore, students should be enlightened about the strategies in classrooms so that they can learn words on their own. Moreover, teachers should allocate some time for the practice of vocabulary learning strategies. Once learners gain competence in the strategies, they will find it easier and more efficient to learn words. So, they should make use of a variety of them for learning vocabulary. Hence, teachers should have their learners practise strategies as much as possible.

Cognitive strategy is more useful

learn a new word before sleeping

Drama is another way of teaching or learning.

Sketching the words.

**The Overall Mean Scores of the Vocabulary Learning Strategies Related to Use and Helpfulness**

Strategies for consolidating a Word once it has been Encountered

|  |  | USE | HELPFUL |
|---|---|---|---|
| DET | Analyze part of speech | 2.82 | 3.81 |
| DET | Analyze affixes and roots | 2.66 | 3.79 |
| DET | Check for L1 cognate | 3.17 | 3.62 |
| DET | Analyze any available pictures or gestures | 3.79 | 4.29 |
| DET | Guess from textual context | 3.19 | 4.11 |
| DET | Bilingual dictionary | 3.27 | 3.65 |
| DET | Monolingual dictionary | 2.39 | 3.42 |
| DET | Word lists | 3.91 | 3.91 |
| DET | Flash cards | 3.58 | 4.26 |
| SOC | Ask teacher for an L1 translation | 3.89 | 3.00 |
| SOC | Ask teacher for paraphrase or synonym of new word | 3.00 | 3.94 |
| SOC | Ask teacher for a sentence including the new word | 2.94 | 3.91 |
| SOC | Ask classmates for meaning | 3.63 | 3.70 |
| SOC | Discover new meaning through group work activity | 2.85 | 4.00 |
| SOC | Study and practice meaning in a group | 2.99 | 4.04 |
| SOC | Teacher checks students' flash cards or word lists for accuracy | 3.39 | 3.85 |
| SOC | Interact with native speakers | 1.95 | 4.10 |
| MEM | Study word with a pictorial representation of its meaning | 3.45 | 4.27 |
| MEM | Image word's meaning | 3.20 | 4.18 |

| | | | |
|---|---|---|---|
| MEM | Connect word to a personal experience | 3.08 | 4.18 |
| MEM | Associate the word with its coordinates | 3.35 | 4.19 |
| MEM | Connect the word to its synonyms and antonyms | 3.18 | 4.22 |
| MEM | Use semantic maps | 2.47 | 3.80 |
| MEM | Use 'scales' for gradable adjectives | 2.95 | 3.94 |
| MEM | Peg Method | 2.17 | 3.05 |
| MEM | Loci Method | 2.41 | 3.38 |
| MEM | Group words together to study them | 3.31 | 4.05 |
| MEM | Group words together spatially on a page | 2.88 | 3.61 |
| MEM | Use new word in sentences | 3.10 | 4.25 |
| MEM | Group words together within a storyline | 2.57 | 3.94 |
| MEM | Study the spelling of a word | 3.08 | 3.92 |
| MEM | Study the sound of a word | 3.04 | 3.95 |
| MEM | Say new word aloud when studying | 3.52 | 4.20 |
| MEM | Image word form | 2.95 | 3.78 |
| MEM | Underline initial letter of the word | 2.20 | 2.83 |
| MEM | Configuration | 2.40 | 3.23 |
| MEM | Use Keyword Method | 2.92 | 3.49 |
| MEM | Affixes and Root's (remembering) | 3.13 | 3.95 |
| MEM | Part of Speech (remembering) | 3.00 | 3.82 |
| MEM | Paraphrase the words meaning | 2.86 | 3.87 |
| MEM | Use cognates in study | 2.44 | 3.39 |
| MEM | Learn the words of an idiom together | 2.49 | 3.54 |

| | | | |
|---|---|---|---|
| MEM | Use Physical action when learning a word | 3.43 | 4.17 |
| MEM | Use semanthic feature grids | 2.57 | 3.43 |
| | | | |
| COG | Verbal repetition | 3.62 | 4.02 |
| COG | Written Repetition | 3.26 | 3.65 |
| COG | Word Lists | 3.84 | 3.99 |
| COG | Flash Cards | 3.56 | 4.24 |
| COG | Take notes in class | 3.79 | 4.23 |
| COG | Use the vocabulary section in your textbook | 3.68 | 4.06 |
| COG | Listen to tape of word lists | 3.14 | 3.83 |
| COG | Put English labels on physical objects | 3.11 | 4.02 |
| COG | Keep a vocabulary notebook | 3.59 | 4.12 |
| | | | |
| MET | Use English language media(songs, movies, newscasts, etc.) | 3.61 | 4.42 |
| MET | Testing oneself with word tests | 3.38 | 4.04 |
| MET | Use spaced word practice | 3.02 | 3.73 |
| MET | Skip or pass new word | 2.67 | 2.85 |
| MET | Continue to study word over time | 3.17 | 3.95 |

# continents
# countries
# nationalities

WORLD

Spanish

France

Greek

the USA

German

the United Kingdom

Russia

North America

Europe

Asia

Chinese

Japan

Canadian

South America

Australia

Mexico

Africa

SEVEN CONTINENTS

Australian

phillip.martin.info

Antarctica

Cuban

Brazil

Egyptian

Ireland

Portuguese

Nigeria

Israel

Polish

the Netherlands

Italian

Czech Republic

Swedish

liveworksheets.com

Name:_____

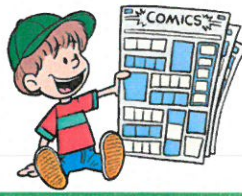Date:_____ Year:_____ Class:_____

## Mickey Mouse's body
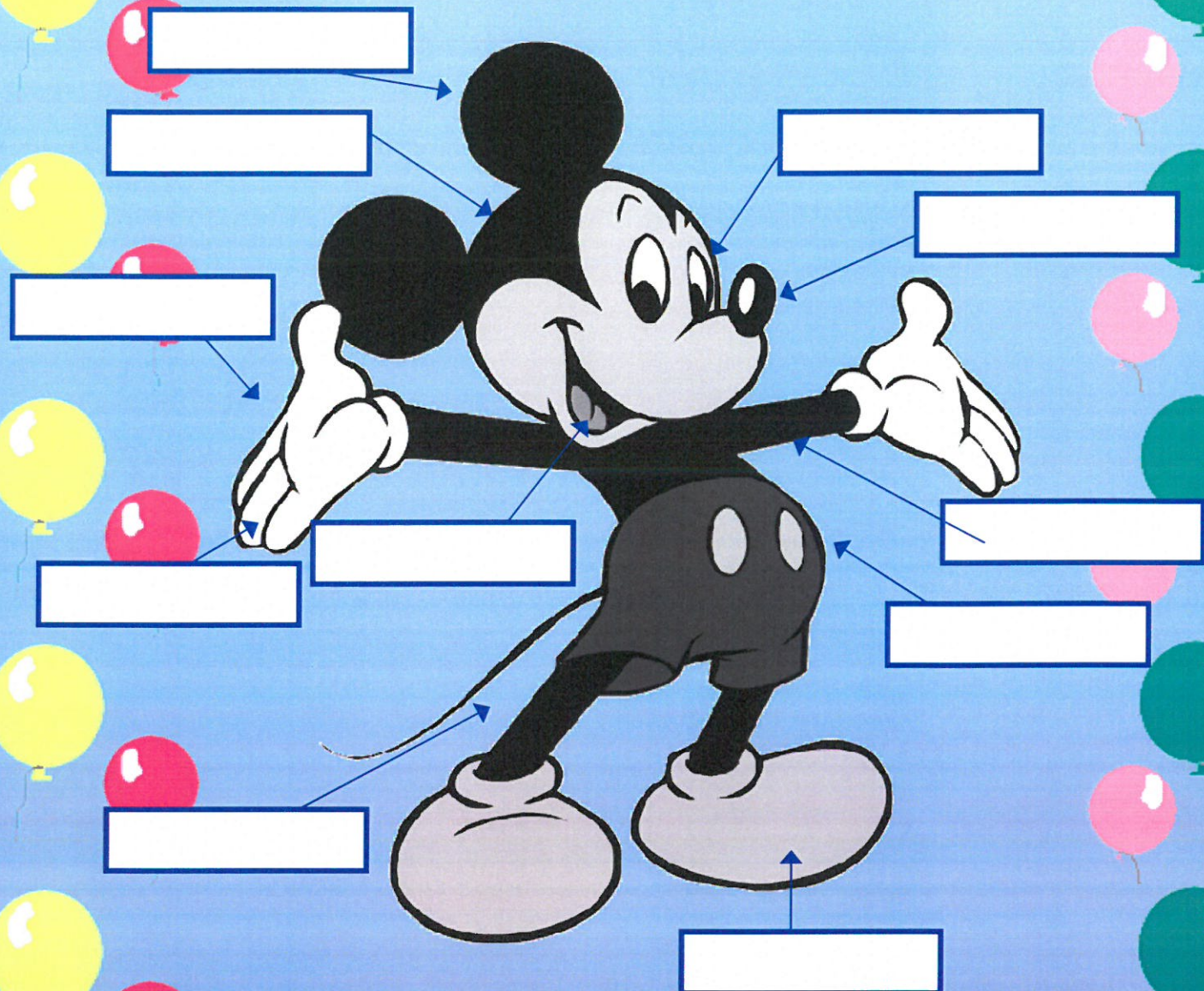
| head | ear | eye | nose |
|------|-----|-----|------|
| hand | finger | mouth | arm |
| leg | belly | foot | |

I did...

😐     🙂     🙂

OK     GOOD     VERY GOOD

Task - 3

# Free Time Activities
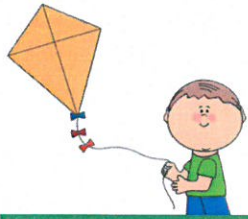
Match and write.

playing table tennis

reading comics

playing basketball

riding a bike

playing chess

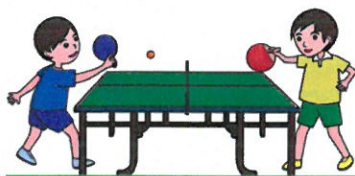playing with marbles

reading a book

listening to music

watching cartoons

listening to stories

colouring the book

flying a kite

bilgeceingilizce.weebly.com

# Daily Routines
# Short Essay

Complete the blanks with the words below, guiding yourself by the pictures :

| | | | | |
|---|---|---|---|---|
| study | go to bed | brush my teeth | play computer games | have breakfast |
| have lunch | do my homework | go out | go to school | make my bed |
| listen to music | have dinner | take a bath | get home | watch TV |
| get up | | | | |

First I _ _ _ _ _ at seven o`clock, then I _ _ _ _ _ _ _ _, tidy the room and go to the bathroom to _ _ _ _ _ _ _ _ _ _ and wash my face. At a quarter past seven I _ _ _ _ _ _ _ _ _ _ and then I get ready for school. At a quarter to eight I get on the bus and _ _ _ _ _ where I _ _ _ _ very hard. I have five or six classes of 40 minutes. When I finish school at one o'clock I go home and relax. I _ _ _ _ _ _ _ at around two o'clock and I _ _ _ _ _ _ _ _. After lunch I _ _ _ _ _ and then I _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ for about two hours. At five o'clock I start to _ _ _ _ _ _ _ _ _. When I finish my homework, I _ _ _ _ _ _ _ _ or I _ _ _ _ _ _ with my friends. At eight o'clock I _ _ _ _ _ _ _ with my family. At nine o'clock I usually _ _ _ _ _ _ _. At half past eleven I _ _ _ _ _ _ _.
This is my daily routine.
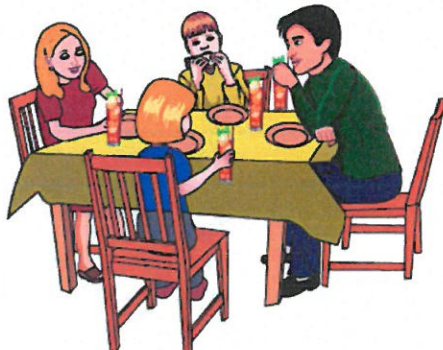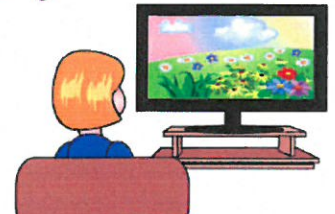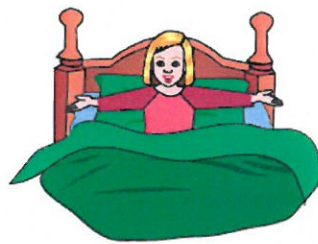
# JOBS (Likes and Dislikes)

## Write the missing words.

policewoman – bus driver – vet – doctor – chef – pilot – teacher –farmer – school – restaurant – airport – farm – veterinary clinic – hospital – police station – cooking – animals – flying planes – driving bus – growing vegetables – helping people – teaching – examining patients

She is a …………………….
She works at a …………….
She likes children and …………….

He is a …………………….
He works at a …………….
He likes  …………………….

He is a …………………….
He works on a …………….
He likes animals and …………….

She is a …………………….
She works at a …………….
She likes …………………….

He is a …………………….
He works at an …………….
He likes  …………………….
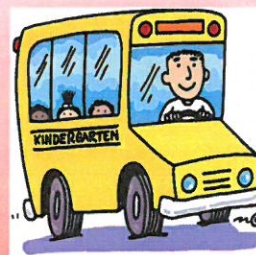
He is a …………………….
He likes …………………….

He is a …………………….
He works at a …………….
He likes …………………….

She is a …………………….
She works at a …………….
She likes …………………….

bilgeceingilizce.weebly.com

Name: _____   Surname: _____   Class: _____
Number: _____
Date:

## Kitchen

## Bedroom

## Bathroom

## Sitting Room

Write the numbers.

| | | | |
|---|---|---|---|
| 1 – cooker | 11 – chest of drawers | 20 – bath | 27 – sofa |
| 2 – dishwasher | 12 – bed | 21 – bidet | 28 – armchair |
| 3 – toaster | 13 – rug | 22 – shower | 29 – fireplace |
| 4 – oven | 14 - blanket | 23 – toilet | 30 – dvd player |
| 5 – sink | 15 – wardrobe | 24 – washbasin | 31 - television |
| 6 – fridge | 16 – bedspread | 25 – mirror | 32 – round table |
| 7 – coffee maker | 17 – pillow | 26 – toilet paper | 33 – picture |
| 8 – microwave | 18 – lamp | | 34 – curtains |
| 9 – chair | 19 – bedside table | | 35 - telephone |
| 10 - table | | | |

## CURRICULUM VITAE

**PERSONAL INFORMATION**

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| High School | Istanbul Nuri Cıngıllıoğlu Super High School | 2007 |

**WORK EXPERIENCE**

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|------|-------|------------|
| 2018 – Present | MEB Istanbul Şehit Cengiz Hasbal Secondary School | English Language Teacher |
| 2012 – 2018 | MEB Istanbul Yenidoğan Mevlana Secondary School | English Language Teacher |
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**FOREIGN LANGUAGES**

**English:** Advanced

**German:** Intermediate

**Spanish:** Elementary

**PUBLICATIONS**

Unkur, F. (2019). *Code-switching and its Functions in a Secondary School EFL Context in Turkey*. IMASCON Proceedings (pages 186-196)